Senior Lecturer / Dean of Undergraduate Studies

Annual Report

Academic Year 2016-17

Dr Gillian Martin
Senior Lecturer / Dean of Undergraduate Studies

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Background

In previous years the Senior Lecturer's Annual Report was largely a presentation of relevant data related to the business of undergraduate studies. Since the formation of the Academic Registry (AR) many of the operational functions related to undergraduate education – pre-admission through to commencements - are managed and processed by the AR team and, with the embedding of the student information system, (SITS) the AR now has the systems capabilities to extract statistical reports on the student lifecycle for all students. In 2015, it was agreed that the AR would compile a composite annual report on the student lifecycle data and the Senior Lecturer and the Dean of Graduate Studies would present commentary on the data relevant to their respective briefs.

The AR produced its first annual report, 2016-17, which covers the breath of its operations and includes extensive data on, among other things, undergraduate operations. This 2016-17 Senior Lecturer's Report provides insight into and commentary on the activities and developments in relation to the undergraduate student lifecycle behind the data included in the first Annual Report of the Academic Registry, 2016-17. It includes detail on admissions and the composition of the student body, in addition to information pertinent to the study lifecycle subsequent to admission.

All tables and figures from the AR Annual Report, 2016-17 are reproduced in Appendix A for convenience. Appendix B contains the New Entrant Progression and Retention Tables by programme, produced by the Quality Office.

Executive Summary and Recommendations

This report is presented in two parts, the first focused in particular on Admissions and the composition of the undergraduate student body and the second reflects on issues relevant to progression and the student lifecycle.

Undergraduate Admissions

There is considerable diversity in the undergraduate student body, and this is reflected in the several admissions routes, polices and strategies currently in place. Where there has been active, well-resourced engagement, the AR figures reflect this commitment and effort. Ongoing work to attract non-EU students to Trinity, for example, has resulted in increases in the proportion of non-EU applicants, first-year registrations and overall student body representation. Similarly, there has been an increase in the number of applicants from Northern Ireland, which may be linked to the Northern Ireland Engagement Programme that has been ongoing since 2013. However, this increase in Northern Ireland (NI) applicants has not resulted in an increase in registrations from NI. Work is ongoing in this area and lessons

may be learned from the success of efforts in attracting non-EU students and especially the availability of targeted student recruitment resources.

The AR report also indicates that the target of increasing the percentage of under-represented groups enrolled on undergraduate courses to 25% in 2019 has already been reached; however, there are challenges in relation to data collection and definition, which need to be resolved so as to ensure accuracy and consistency in reporting. A separate target of increasing the number of entrants from further education and training (FET) has been difficult to achieve due to the limited number of FET routes available. However, work is underway to widen the range of progression routes from FET to Trinity College, especially within STEM subjects and the AHSS. The Trinity Admissions Feasibility Study, which has been ongoing since 2014, has shown that it is feasible to admit students via an alternative system that is not driven solely by 'points'. Although representing a small cohort of students, the Study has shown that this cohort (90 students over four years, to date), despite having achieved lower than the average CAO entry points for their course of study, are performing and progressing on par with their programme peers.

The developments in undergraduate admissions and Trinity's leadership in policy development in this space, now requires a more strategic and integrated approach to how the College manages admissions across the range of student cohorts.

Progression and the Student Lifecycle

The percentage of students achieving a Gold Medal as a proportion of the overall number of first class awards has increased over the last three years. The model for awarding Gold Medals is subject to change in the coming years, in the context of new progression and award regulations under the Trinity Education. 2016-17 was also the second year of new regulations for the Foundation and non-Foundation Scholarships, most notably the inclusion of a required 'general' component. The majority of those who responded to a survey regarding the new format were either neutral or positive about the change, and it is therefore important to keep these changes under review.

The AR report illustrates that there has been a welcome reduction in processing time for student cases following their move from Trinity Teaching & Learning the Academic Registry, where there is a dedicated and integrated team, which handles various stages of the student lifecycle. There has also been a reduction in the number of appeals heard by Courts of First Appeal at supplementals through the introduction of a range of measures that have provided greater clarity on procedures and evidence requirements. It is expected that the number of appeals should continue to fall and the speed and consistency of decision continue to improve as the new academic year structure and new progression regulations come into effect.

There has been a 3.8% decrease in the number of annual and supplemental examination sittings in 2016/17 over the previous year. The new Trinity Assessment Framework places the focus on fewer, more meaningful assessments, a programme/subject-view of assessment, and a reduction in high stakes summative end-of-semester examinations. Seeing these aspirations realised will require a significant culture change in assessment practices. The work of TEP Fellows in 2016-17, the organisation of workshops by CAPSL, and the development of associated resources and toolkits have all been rooted in an intention to support this process of culture change. However, culture change happens slowly and there is a need to ensure that enhanced efforts are supported at institutional and local level.

The increasing number of students taking examinations under special conditions (individual venue, small group venue) is beginning to create pressure on space, particularly when accommodations are sought at very short notice. The approval of a policy on reasonable accommodations in January 2018 is therefore to be welcomed.

The inclusion of the number of plagiarism cases in the AR report is welcome, building as it does on the Plagiarism Policy approved by Council in 2015 and the work of the associated working group, which invested considerable effort in raising awareness among students of the importance of academic integrity and the seriousness and consequences of committing plagiarism. The establishment of clearly linked reporting and recording procedures, which allow for an accurate record of cases to be maintained with SITS is a very positive step. As this data is built over time, it will be useful in informing policy and/or education of students in the future. This is especially important as more diverse assessment methods are introduced across programmes of study.

Overall, a number of limitations with regard to data capture are evident. Among these are:
- Difficulty capturing accurate data in relation to alternative access routes, due to standalone databases being administered alongside the data in SITS.

- An absence of data collection at institutional level regarding student completion rates at different programme stages and across cohorts, making it difficult to provide targeted support to students who need it.

- A lack of longitudinal data on the proportion of students receiving various award classifications, precluding the ability to monitor trends in relation to the distribution of awards across courses and student cohorts.

Key Recommendations

1. It is recommended that an Admissions Strategy Committee be established with the objective of engaging in evidence-based, integrated, admissions-related strategic planning. The Committee would seek to:

   • provide strategic oversight of an increasingly complex admissions landscape;

- ensure Trinity is in a position to respond to both internal and external strategic priorities, as they relate to admissions;
- decrease fragmentation and foster a more coherent and interconnected strategic admissions planning process between related University services with common goals;
- consider and make a case for the resources needed to ensure smooth interconnected planning of admissions at institutional level.

2. It is recommended that the resource provision for EU student recruitment be examined with a view to increasing the geographical spread of applicants and enrolments from the island of Ireland and increasing the number of applicants and enrolments from the EU more broadly.

3. It is further recommended that a consistent and reliable data collection mechanism in SITS be devised to ensure that all key institutional data, not least that which is requested annually by the HEA and feeds into national statistics, are available on request. 'One source of truth' is needed for all key data, such as admissions, progressions, completion, non-completion and transfers. Such data should be readily accessible to staff members who need it to effectively conduct their work in supporting student engagement and success. Such staff should be in position to identify students by entry route (HEAR /DARE /CAO/international/FET), demographics (socio-economic status, ethnic/cultural, disability), and other pertinent variables, in order to accurately inform decision making and actions.

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Part I Admissions

1.   Composition of the undergraduate student body

1.1   Proportion of EU/Non-EU Undergraduate Students

In relation to the proportion of EU/non-EU undergraduate students (see Appendix Figure B1 Comparative Analysis of Composition of TCD Student Body 2016-17 vs 2012-13, by headcount), we can see an increase from 7.3% to 11.5% in non-EU students between 2012-13 and 2016-17. Looking at year 1 undergraduate registrations over the same period (see Appendix Table A4 Total Undergraduate Year 1 Registrations 2016-2012), it is also possible to see an increase in the number of non-EU registered students in programmes in the three faculties and in multi-faculty programmes (visiting, full undergraduate degree, validated degree) from 417 in 2012-13 to 671 in 2016-17.[1] Alongside this, AR notes a 42.2% increase in the number of non-EU applications for direct entry between 2013-14 and 2016-17 and an increase of 19.5% in the number of EU applications for direct entry (AR Annual Report, p. 39).

The growth in non-EU numbers is not surprising in light of the ongoing efforts by Global Relations to recruit non-EU students so as to meet the target of 18% of the overall student population (UG and PG) by the end of the current Strategic Plan 2014-19. There have been a number of initiatives relating specifically to UG students in recent years, which are likely to support a continued increase in non-EU applications and registrations, including articulation agreements.

During 2016-17 Council approved (i) Articulation programme between the Trinity Business School and the University of Economics, Ho chi Minh City (September 2016); (ii) proposal structure for Dual and Joint Awards with Columbia University, New York (October 2016); (iii) Trinity-Columbia Dual Degree Pilot in European Studies (March 2017). These are successful initiatives and there is clearly scope for further similar developments**.**

Another positive development has been the launch of the new International Foundation Programme (IFP) [2], which is delivered by the Marino Institute of Education and validated by

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1 The slight drop in registrations between 2015-16 and 2016-17 can be explained by the suspension of the Science without Borders programme in the Faculty of Engineering, Maths and Science.

2 Students successfully completing the programme will also receive the Certificate in International Foundation Studies for Higher Education, a special purpose award aligned to Level 6 of the National Framework of Qualifications (NFQ).

Trinity. It had its first intake in 2016-17. The IFP caters for non-EU students whose second level terminal examination does not qualify them for direct entry to full-time UG degree programmes in Trinity. By having a Foundation Programme that consists largely of modules developed with the input of colleagues in Trinity and which take account of the demands of third-level study in Trinity in their design, delivery and assessment, it is optimally placed to provide a pipeline of well qualified students into a range of courses in STEM and the Social Sciences. There are also opportunities to extend the range of courses into which students may progress, a process which has already begun.

1.2   EU undergraduate student admissions

In relation to the EU student population, the number of EU registered first year students (includes UG, UG validated, UG visiting) has remained virtually unchanged over the last five years: 3,348 in 2012-13 and 3,388 in 2016-17 (see Appendix Table A4, Total Undergraduate Year 1 Registrations 2016-2012).

EU students apply to Trinity via the CAO and we see that the proportion of CAO applicants to Trinity (as a proportion of CAO applicants to the University sector) remains at the same level – 13% - in 2016-17 as in 2012-2013 (see Appendix Figure A2, Proportion of CAO Applicants to the University Sector (incl. DIT), 2016-2012). This stability is also apparent across other universities.   Likewise, the ratio of applications to quota and of eligible applications to quota has remained stable over the last three admission cycles as can be seen from Table A17 Ratio of total and eligible CAO applications to quota for 2016, 2015, 2014 (see Appendix), as has the ratio of first preference applications and eligible first preference applications to quota. Although there was a 1.4% increase in first preference applications to Trinity in 2016 compared with the previous year, when viewed in the context of the 2% increase in the overall number of applicants to Level 8 courses in 2016-17 and the 2% increase in the number of applicants mentioning Trinity as one or more of their course preferences, we can say that we are just about breaking even, but not growing first preferences.

While interest in Trinity undergraduate programmes continues to be high, it would be prudent to consider how to ensure that first and second preferences remain steady and are increased for some programmes. This matter has been discussed on several occasions by the University Council and the Undergraduate Studies Committee and there is now a recognition that increased investment in marketing and recruitment is necessary.

1.3   Demographic Breakdown of EU applicants and entrants

Looking specifically at the profile of applicants to Trinity through the CAO, in 2016-17, 89.2% of all CAO applicants were from the island of Ireland (see Appendix Table A21 Full Breakdown of CAO Applications to Trinity, by Province/County, 2016). Other EU applicants

(incorporating Britain) and non-EU students applying through the CAO constitute 10.7% of all CAO applicants. Whilst comparative data for previous years are not provided in the AR Annual Report, previous Senior Lecturer's Annual Reports indicate stability in this profile; for example, in 2015-16, other EU and non-EU applicants constituted 10.5% (Senior Lecturer's Annual Report 2014-15, Table B3).

In terms of the geographical spread of CAO applicants (including NI) from the island of Ireland, the overwhelming majority in 2016-17, i.e., 72% are from Dublin and Leinster. Again, previous Senior Lecturer's Annual Reports would indicate that there is little variation in this profile year on year. In relation to new entrants from the island of Ireland, this mirrors the applicant profile: 79% are from Dublin and Leinster (see Appendix Table A33 Distribution of 2016/17 Undergraduate New Entrants by Province and County) representing only a minimal change from the previous year (77% in 2015-16, Senior Lecturer's Annual Report, Table B24). The reasons for this concentration are varied, e.g., accommodation availability and cost together with other living costs, which influence a student's decision to attend a university closer to home, but it is also important to flag the limited capacity that currently exists within EU recruitment (one EU UG recruitment manager and a small number of part-time student ambassadors) to visit and engage on a sustained basis with schools across the country.

1.4   Northern Ireland Admissions

Within the cohort of applicants from the island of Ireland, we can see an increase of 18.5% between 2015-16 and 2016-17 in the number of applicants from Northern Ireland. This growth can be attributed in part to the Northern Ireland Engagement Programme (NIEP), launched in 2013 with the aim of re-engaging with schools across Northern Ireland in order to increase the number of Northern Irish students registered for undergraduate programmes in Trinity to ca. 300 per annum, i.e., some 8% of the undergraduate intake. The initiative is integral to the College's mission to be "a university for the whole island of Ireland". The figures show that we are still a very long way from achieving this target in spite of significant engagement with schools in Northern Ireland, attendance at fairs, and the introduction of the Feasibility Study in 2014.[3] Additionally, since the launch of NIEP, recalibration of the conversion system for A-levels has been implemented at sectoral level

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[3] Students seeking entry via the Feasibility Study are required to apply through the CAO in the normal way and are eligible for all the places filled in the normal way through the CAO, but have to complete an additional application form and return this to the TCD Admissions Office by 1 May of the year in which they hope to matriculate. Up to a maximum of 3 places (depending on the course quota) are set aside in all courses (excluding Medicine), which students from NI can access with only 3 A-levels Students have to present with the minimum profile of ABB and meet course-specific requirements. They are ranked on merit.

and this new system came into force for A-level applicants seeking to enter any HEI in 2016-17.

Notwithstanding the growth in the number of NI applicants, this has not translated into any significant increase in the number of offers issued (see Table A9 inserted below) and the conversion of offers to acceptances remains low and in fact fell slightly to 42% in 2016 from 44% in 2015. There is then a further drop off in terms of the conversion of acceptances to registrations (72 NI students registered in 2016-17, 90 in 2015-16), meaning that, ultimately, the percentage of NI students as a proportion of the CAO intake declined from 3.02% in 2015 to 2.5% for 2016-17.

Table A9[4]

Year	NI Applicants to Trinity	Trinity Offers made to NI students	Acceptances
2016-17	928	197 (standard) 48 (Feasibility study) 245 (Total)	79 (standard) (40%) 23 (Feasibility study) (48%) 102 (Total) (42%)
2015-16	754	176 (standard) 68 (feasibility study) 244 (Total)	74 (standard) (42%) 33 (Feasibility study) (49%) 107 (Total) 44%

Improving the conversion of offers to acceptances and registrations is clearly one of the key challenges for NIEP. Unlike UK universities, we are not in a position to make conditional offers to applicants; however, we must look at ways in which we engage with applicants post-CAO submission, especially coming up to the change of mind deadline, through social media and other forms of digital marketing in order to keep Trinity front of mind. Longer term, in order to achieve sustainable growth and to make progress towards the 8% target, a more integrated and better resourced engagement campaign, which draws on the lessons of non-EU recruitment, should be considered, including the establishment of a Regional Officer type role to replace the current arrangement of a very part-time Northern Ireland Engagement Officer.

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[4] There are inconsistencies in the figures presented within the AR report and this table represents the most up to-date figures

2016-17 saw the second intake via the Feasibility Study. Whilst it clearly cannot continue indefinitely, it sends out a clear message as to our commitment to the objective of attracting a significantly higher number of students from NI to Trinity and supports the reengagement with schools. It will be important to monitor over the coming years the impact of the recalibration of the A-level scoring scheme as a means of determining whether this has helped to address any issues of inequity in the conversion of A-level grades to points.

Undoubtedly, the biggest challenge, which NIEP faces currently and in the next years, is Brexit. As negotiations around Brexit progress, the levels of uncertainty around the fee status of NI applicants will impact on recruitment. The Department of Education and Skills has given assurances that all UK entrants in 2017 and again in 2018, including those from NI, will be entitled to 'free- fees' for the duration of their degree. However, the timing of these assurances has not been optimal: for example, the Department's statement relating to September 2017 entrants, was issued on 27 January 2017, just 3 days before the initial closing date for CAO applications.

1.5 Alternative access routes and widening participation

There are a number of successful alternative access routes for widening participation groups such as HEAR, DARE5, CDETB FET6 links, TAP Foundation programmes for young adults and mature students, and the mature student dispensation scheme. Within the HEAR and DARE scheme, students may enter on full or reduced points. Council also approved a Recognition of Prior Learning (RPL) policy in December 2015, which is a key component of EU policy in relation to widening participation to higher education and in supporting lifelong learning.

The College Strategic Plan 2014-19 states that Trinity will increase "the percentage of under-represented groups enrolled on undergraduate courses to 25% in 2019" (Strategic Plan 2014-19, p. 20). The data presented in Table A5 (a) Undergraduate New Entrants by Alternative Admission Routes by Faculty 2016/17 indicate that the 25% target has already been achieved. However, it is difficult to get a clear and accurate picture of the number of students entering via alternative routes, which highlights a more general challenge with data capture in relation to alternative access routes. The issue is as follows: Currently, data pertaining to DARE/HEAR/TAP and mature students are collected and stored on the applicant record in TCD on the SITS database. Once an offer has been made and accepted by

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5 The Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) are national admissions schemes aimed at students from low income groups and students with a disability, where qualifying applicants can compete for a quota of reduced Leaving Certificate points places across a range of higher education institutions.

6 Further Education via the City of Dublin Education and Training Board

the applicant, the data is not automatically populated on the student record in SITS, which makes reporting on these cohorts problematic and involves manual intervention. This, in turn, constitutes a potential risk factor. The Disability Service, TAP and the Mature Student Office all maintain their own standalone databases alongside SITS so as to be able to meet current reporting requirements. This is not sustainable, particularly with increased data requirements for the HEA in terms of monitoring national objectives on access and participation. In sum, there needs to be a reconciliation of the various data sources to ensure we have a definitive baseline for alternative access reports. Definitional clarity around who is included in the figures is also needed: for example, students who do not enter via DARE, but who subsequently register directly with the Disability Service.

Similarly, since 2007, all publicly funded HEIs have on an annual basis gathered additional information as part of student registration on the socio-economic, ethnic/cultural and disability background of new entrants to the sector. The Equal Access Survey determines the access funding allocation in RGAM which TAP, the Mature Student Office and the Disability Service receive; yet, it is voluntary and relies on high and accurate completion rates by students. Trinity is participating in the RGAM review and has highlighted the discrepancy between the data gathered in the Equal Access survey and data gathered internally in Trinity by TAP, MSO and DSO.

Whilst the College's Strategic Plan has a 25% target and a Widening Participation Group, chaired initially by the Senior Lecturer/Dean of Undergraduate Studies and, currently, by the Associate Dean of Undergraduate Science Education, identified a number of steps toward reaching this target, the National Access Plan 2015-19 has also set specific targets for non-traditional admissions. Broadening the pathways from further education to higher education is one of its key aims, setting a 10% target for entry to higher education from QQI awards by 2019, and it is also one of the steps identified by the Widening Participation Group towards achieving Trinity's overall 25% target. Currently, QQI/FET routes to Trinity are limited to courses in the Faculty of AHSS, nursing courses within the Faculty of Health Sciences; and Science within the Faculty of EMS. The number of students entering via these routes stood at 40 in 2016-17, i.e., ca. 33% of the target (120 students). It has been estimated that only 50% of the target can be met through the existing routes. Therefore, there is a need to take steps to widen the range of progression routes from further education to Trinity courses, particularly in STEM subjects. One of the barriers to pathways into STEM courses has been the mathematics requirement.7 Work has thus commenced in

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7 To support higher rates of successful progression from further education to STEM degree areas nationally, TAP and Colaiste Dhulaigh CDETB initiated a process with QQI, the outcome of which was a working group to develop a Maths for Access to STEM award. This award is now available as a Level 5

2017/18 on establishing new progression pathways into Engineering, Computer Science, and BESS. This will require a process of mapping cognate courses; quota setting; building academic confidence and internal support; the development of internal admissions processes; and the provision of outreach activities and student support.

1.6   Trinity Admissions Feasibility Study

The Trinity Admissions Feasibility Study (TAFS) admits students to three courses: Law (10 places), History (10 places) and Ancient and Medieval History and Culture (5 places). TAFS was set up to assist in the development of national policy by seeing if there is a fairer and a better mechanism for admitting students to higher education using a range of assessments (including the Leaving Certificate, RPR[8] and a personal statement/essay). It was not designed as an access route for students from socio-economically disadvantaged backgrounds; rather it was explicitly intended to benefit students whose ability and potential might not be captured under the current system, regardless of background (Interim Report 2015).

TAFS had its first intake in 2014-15. Since the study commenced, it has evolved, with 2016-17 being the first year in which the personal statement/essay was used as a qualifier, rather than for final scoring purposes. In 2016/17, 24 students were admitted: Law (10), History (10), Ancient and Medieval History and Culture (4), compared with 21 in the previous year (see Appendix Table A8 Trinity Admissions Feasibility Study 2016-2015). The number of applicants stood at 238, compared with 242 in 2015.

In 2016-17, Dr. Stephen Minton and a team in CAVE (the School of Education's research centre for higher education) undertook a qualitative research project to explore (i) whether students who have entered via the new admissions route have been successfully matched to the right courses and (ii) the value of the additional assessment components. Their report shows the students admitted under the new route are performing well academically and that the different aspects of the study are working as designed.

Indeed, since its launch, the study has worked well operationally, and students have performed well (Report on the Trinity Admissions Feasibility Study 2018). However, as noted in relation to the Northern Ireland Feasibility Study, a decision will have to be taken shortly on the future of TAFS. It cannot continue indefinitely as a feasibility study; therefore, the

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Specific Purpose module on the National Framework of Qualifications and five further education colleges are delivering it this year.

8 Relative Performance Rank (RPR) – the performance of the applicant relative to other applicants from their school. This scale looks at the rank of the applicant compared to every other applicant from their school who has applied to any course, in any college, through the CAO.

options to be considered are whether it should cease definitively or whether it should cease with a view to exploring how it can be embedded as an alternative entry route. Key to this discussion is the need to consider what the strategic value might be to Trinity in continuing the facilitation of this admissions route. Relevant to the discussion are also issues of scalability, resourcing and equity (bearing in mind that the 25 TAFS places are taken out of the course quota). Defining a reasonable and evidence informed basis for any decision will be challenging due to the small size of the cohort and the fact that all three courses are in the humanities.

1.7   Entrance Exhibition Awards

In 2016-17, 447 new entrants were awarded an Entrance Exhibition, having achieved a minimum points score of 560 in the Leaving Certificate or equivalent (not including bonus points for mathematics). This compares with 460 awards in 2015-16. The 2016-17 cohort came from 231 different schools from the 32 counties on the island of Ireland and from eight schools from six other EU/EEA countries. Figure A5: Entrance Exhibition Awards by Faculty, 2016 provides an overview of the distribution of Entrance Exhibitions across the faculties.

At the end of the academic year 2016-17, a paper was brought to Council with a proposal that the basis, on which Entrance Exhibitions are awarded, should be reviewed. The Strategic Plan 2014-19 commits to encompassing an ever more diverse student community and achieving a broader representation of students and it could be argued that obtaining 560 points is more easily achievable in some types of school than others and, therefore, that the current method does not encourage diversity. The recommendation to Council in June 2017 was to investigate the allocation of Entrance Exhibitions to the student accepted into the Junior Fresh year who achieves the highest points among Trinity entrants from his/her secondary school. In October 2017 a proposal based on this principle was brought to Council and approved.9 The proposal also included the stipulation of a minimum points threshold, set at 500 points including the bonus points for mathematics. Students from the same school achieving the same points score will all get an Entrance Exhibition.

The new award basis will be introduced in 2018-19 and, based on modelling undertaken by the Academic Registry on the 2017-18 Entrance Exhibitioner data should produce a more diverse cohort, not least by addressing the phenomenon whereby a small number of schools receive multiple awards. Entrance Exhibitions have been 'relaunched' through the production of a brochure, which together with a letter to School principals and guidance

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9 This will encompass new entrants from the island of Ireland and Northern Ireland who apply through the CAO. In order to continue to capture students applying through the CAO who have taken the terminal second-level examination in another EU/EEA country, it is proposed to allocate Entrance Exhibitions in this cohort on the basis of best in country.

counselors, has been sent to secondary schools in the Republic of Ireland and Northern Ireland.

It will be important to keep the scheme under review so as to ensure that it is fulfilling the objective of reflecting greater diversity amongst recipients, whilst continuing to reward academic achievement.

1.8   Conclusions

The issues raised in the previous sections suggest that the following recommendations should be considered.

There is a strong argument for the establishment of an Admissions Strategy Committee with the objective of engaging in evidence-based, integrated, admissions-related strategic planning for the future composition of the student body, against the backdrop of the external funding environment, the new Global Relations Strategy III, targets set within the National Access Plan 2015-19, and the opportunities and threats offered by Brexit and other such challenges. It should consider issues such as the balance between EU, non-EU, widening participation groups, between full-time and part-time students (currently, out of 11,563 registered UG students only 87 attend part-time (see Table B1 (c) Undergraduate Registered Student Numbers by Mode of Attendance, 2016/17), monitor trends in applications, particularly first preference applications, and keep under review the suite of undergraduate programmes offered by Trinity and their quotas. Only a small number of courses have seen their quota adjusted since 2012-13[10]. In fact, for the vast majority of courses, no strategic review of quota has been undertaken in recent years. Further, there is a need to monitor initiatives such as the Feasibility Studies and the opening up of more FET routes into Trinity that take places out of the CAO quota, in the context of developing a vision for the overall composition of the student body.

In effect, an Admissions Strategy Committee needs to identify and plan for what we want our undergraduate body to look like in another five years and beyond, interrogating how our programme offerings can respond to both internal and external strategic priorities, and, from an internal structural perspective, to consider issues such the likely growth in the number of applicants seeking increasingly flexible modes of attendance. This, in turn, should inform the allocation of resources in relation to student recruitment: currently, we have one EU UG Recruitment Manager who is supported by a small number of part-time student ambassadors and whose brief effectively covers Ireland and other EU/EEA. The capacity to engage with each of these markets and to respond proactively to opportunities arising from

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10 See Figures A1, A2, A3 (AR Annual Report, pp. 26-30).

increased interest from EU (outside Ireland) applicants in light of Brexit is severely limited. Clearly, decisions on the future composition of the student body also have implications for spatial planning.

The need for an Admissions Strategy Committee has been flagged in the AR Annual Report and in discussions at other fora such as Undergraduate Studies Committee, and the International Committee. Currently, our actions are fragmented, with a tendency toward a silo type approach with discrete strategies being pursued in relation to EU and non-EU cohorts, WPG, and Feasibility cohorts. For example, the TAP Steering Committee is exclusively focused on TAP and mature students. Alongside this, there are also other College committees whose remit contains touchpoints with alternative access routes and the widening participation agenda, e.g., Equality, Civic Engagement, Diversity and Inclusion. In the evolving widening participation landscape, the boundaries between the different groups are not necessarily clearly drawn and there are potentially opportunities for learning from each other and for the development of more coherent and interconnected strategies. The current approach leads to potential duplication of effort and, in some cases, this duplication is not visible. This is clearly not in the best interests of the College.

The admissions landscape has become more complex, both at point of entry and post entry, for example, through the ongoing development of new international partnerships and articulation agreements leading to joint and dual awards, and through other advanced entry opportunities available to students through RPL. Strategic oversight of each of these areas needs to be maintained with a view to assuring the robustness, transparency and consistency of our admissions processes and the quality of intake.

A more diverse student body brings challenges for academic and administrative staff and for support services at all levels of the system, from data capture, through the student services provided, to the teaching, learning and examination environment, and curriculum. Ensuring that students who are successful in achieving a place in Trinity are adequately supported on admission and that the learning environment is inclusive, necessitates appropriate planning and resourcing, not least as the supports required by many of these students are greater and more varied. Providing them with these supports promotes retention, progression and completion and it enhances Trinity's reputation as a university for all student populations and, with this, its attractiveness to future applicants.

Part II: Student Lifecycle Post-Admission

2.0   Retention, progression and performance of students in final degree award

It is surprising that the AR Annual Report does not contain data on progression and retention of undergraduate students. The data in relation to retention and progression of new entrants, i.e., 'undergraduate students entering third level for the first time' (HEA definition) are prepared by the Quality Office.

The Strategic Plan 2014-19 sets the target of improving rates of undergraduate transition from first to second year courses from 84% in 2012 to 90% in 2019. In 2016/17 a 'retention rate' of 96**%** was achieved, with retention being defined as students who progressed (91%), repeated Year 1 (2%) and who transferred to another course within College (3%). The 'progression rate' of 91% thus exceeds the Strategic Plan target of 90%. The 'attrition rate' from 2016/17 to 2017/18 across courses was 4% (this describes new entrant students in 2016/17 not retained by College in 2017/18). Further detail on progression, retention and attrition rates by programme can be found in Appendix B.

Although it is more likely that a student who is not retained will leave before entering second year, rather than in subsequent years, it would also be valuable to provide completion data over the four undergraduate years so as to generate a more comprehensive picture of where we are losing students, the types of students we are losing, and if there are any visible patterns in relation to particular courses or cohorts, which would suggest a requirement for follow up so as to understand the underlying reasons and the need for targeted interventions. In the same way, the creation of this more complete picture of the student journey through the undergraduate cycle would be enhanced by the inclusion of transfer data in the annual report. It is the case that figures on completion are sometimes maintained locally, e.g., TAP. However, they should be centrally captured in SITS, thereby reinforcing the objective of ensuring 'one source of truth' in relation to all data. This point has already been flagged in Section 1.5.

The AR Annual Report provides comparative data on the percentage of students achieving different award classifications in 2016-17 and 2015-16 respectively (see Appendix Tables D10 Distribution of Grades achieved by Course at Undergraduate Degree Examination in 2016/17 and D11 Distribution of Grades achieved by Course at Undergraduate Degree Examination in 2015/16). However, data are needed over a longer period so as to be able to monitor any trends in relation to the distribution of first class awards and, indeed, awards in other classes. Further, the way, in which the data are presented in Tables D10 and D11 makes it impossible to calculate the distribution of awards in second class first division and second class second division outside of BA (Mod) degrees. Whilst other degrees such as BBS

and BSc do make the distinction in terms of the grades students get in assessed work, both bands are subsumed under 'Second class' when it comes to the award classification. Splitting out these bands would facilitate a more granular exploration of the breakdown between classes. It is important that we track trends in this space, not just with an internal focus, but also in relation to comparator institutions.

2.1   Gold Medals

The percentage of students achieving a Gold Medal as a proportion of the overall number of first class awards has increased over the last three years, from 12.7% in 2014-15 to 22.8% in 2016-17 (see Appendix Table D12 Gold Medals awarded by Faculty, 2016/17 – 2014/15). Sixty seven Gold Medals were awarded in 2014-15, and 139 in 2016-17. Year-on-year there is fluctuation and unevenness in terms of the distribution of Gold Medals across the three faculties and the multi-faculty category, both as a proportion of the number of first class degrees and as a proportion of the overall number of Gold Medals awarded.

Currently, programmes align to one of eight categories in determining the criteria for the award of a Gold Medal. These categories have existed since the last review of Gold Medals in 2011 and their subsequent approval by Board in 2012. The rationale for assigning a particular programme to a particular category is not always immediately evident and there is an argument that the award criteria would benefit from further review with the objective of simplification. This work has now been undertaken in the context of the new TEP progression and award regulations and has been able, by virtue of the introduction of a single basis for the degree award calculation – 30:70 (a reduction from four) – to create a much less complex and more transparent model. It will be some years before these new Gold Medal criteria will be applied: 2021-22 for the SS cohort of Phase 1 TEP programmes and the following year for Phase 2 programmes. In the meantime, the current categories and criteria will apply to students in existing programmes and the distribution of Gold Medals across the faculties should continue to be monitored. Similarly, when the new criteria are introduced, it will be important to track how they impact on the proportion of Gold Medals awarded and their distribution across the three faculties.

2.3   Student Cases

In January 2016, responsibility for managing Student Cases moved from Trinity Teaching & Learning to the Academic Registry, where there is a dedicated and integrated team which handles various stages of the student life cycle. This has resulted in a welcome reduction in the processing time for student cases, although there is still scope to make further improvements in the turnaround time to the advantage of all stakeholders. Whilst some cases can be classified as more 'routine' and, therefore, can be resolved more quickly, the diversity of our regulations brings a great deal of complexity to the overall student case landscape and, with this, the need for in-depth knowledge not only of the 'General Regulations', but also of the many local procedures and practices, which exist across the

University. This diversity also increases the stakes for the decision maker in terms of trying to ensure equity, fairness and consistency in decision making. It is key that knowledge continues to be spread within the team so as to maintain continuity of expertise in the context of staff mobility and to ensure the necessary level of responsiveness at those times of year which are particularly pressurised, e.g., after the supplemental period when the Senior Lecturer/Dean of Undergraduate Studies and the Student Cases team must review a very high volume of recommendations from Courts of First Appeal (158 in 2016-17; 180 in 2015-16; 201 in 2014-15 (see Appendix Table D20(a) Number of cases coming to Courts of First Appeal Committee) within a matter of a few days.

The fall in the number of appeals heard by Courts of First Appeal at supplementals has been achieved through the introduction of a range of measures, which have provided greater definitional clarity around *ad misericordiam* appeals and clarified evidence requirements. These were approved by Council in January 2016. Having clear guidelines on procedures and on supporting documentary evidence when students and their tutors are seeking a particular remedy also supports greater transparency and consistency in the decision making of Courts of First Appeal and Academic Appeals. Likewise, delegation of authority to Courts of Examiners in relation to specific types of decision have helped to speed up the processing of cases going to Courts of First Appeal.

Achieving further reductions in the number of appeals will become more critical with the introduction of the new academic year structure in 2018-19 and the earlier start to teaching. This will create greater time constraints to process supplemental results and manage all stages of the Courts of First Appeal and Academic Appeals. However, the introduction of the new progression regulations in 2018-19, which will result in the existence of single and shared set of progression rules across the university, should contribute positively to the speed and consistency of decision making. As part of the new progression regulations, the removal of Special Examinations, which have remained at elevated levels over the last five years (see Appendix Table D5: Breakdown of Examination Sittings)**,** should also reduce pressure on Courts of Appeal and Academic Appeals.

2.4   Plagiarism

It is to be welcomed that the AR Annual Report provides data on the number of plagiarism cases in 2015-16 and 2016-17. This has been facilitated by the approval by Council in June 2015 of a Plagiarism Policy based on a set of shared undergraduate and postgraduate regulations on plagiarism, which were developed by a working group co-chaired by the Deans of Graduate and Undergraduate Studies. The group wished to create an awareness amongst students of the importance of academic integrity and, with this, the seriousness of committing plagiarism and the consequences. Amongst the steps taken included the review and revision of the Calendar entry and the summary procedure, the identification of four

levels of plagiarism together with a matrix which defined these levels and set out the penalties associated with each, the requirement that all students complete an online tutorial and a standard declaration that they have done so when handing in written work for assessment. All information on plagiarism was consolidated on one website, which is hosted by the library. Programmes are required to provide links to the website in their handbooks.

Critical to the new plagiarism regulations was the establishment of clearly linked reporting and recording procedures. The recording of plagiarism cases at the module level in SITS only became available in 2015. Until 2015-16, these figures were not visible and not captured in a single location. The number of recorded cases in 2015-16 is low – 14, increasing to 42 in 2016-17 (see Appendix Table D9 Plagiarism Recorded on a Student Record by Course, 2015/16, 2016/17). An explanation for the low figure in 2015-16 is that the practice of having to record cases of plagiarism in SITS was new in that year and may not have been implemented consistently in all plagiarism cases. Therefore, the increase in 2016-17 does not necessarily indicate that there has been a significant rise in the number of plagiarism cases; rather that the reporting and recording practices are becoming embedded. As more years of data become available, it will be important to track the distribution of the levels of plagiarism across the JF, SF, JS and SS years as a means of informing possible future revisions to the policy and/or to education of students in relation to academic integrity.

One argument that is rehearsed frequently in the context of TEP is that replacing examinations with more essay and project based continuous assessment is likely to invite plagiarism. Therefore, having a robust plagiarism policy and clearly communicating the importance of academic integrity to students are essential in the context of introducing greater diversity in assessment types.

2.5   Examinations

The AR report records in Table D5 Breakdown of Examination Sittings (see Appendix for corrected Table D5) that some 85,372 examination sittings were organised during the 2016/17 academic year, a 3.9% reduction from the previous year (88,902). The majority of these sittings are at the annual session: 73 041 (61, 046 if one strips out Council approved examinations held outside of the annual examination session).
The number of scheduled examinations (across all examinations) increased by 1.3% between 2015-16 and 2016-17 to 2,777 (of which 1389 were at the annual session).

The figures give pause for reflection in the context of the TEP Assessment Framework, which places the focus on fewer, more meaningful assessments, a programme/subject-view of assessment, and a reduction in high stakes summative end-of-semester examinations. With the introduction of the new academic year structure in 2018-19 and of end-of-semester assessment, there will be a reduction from the current total of six-weeks available for

assessment and supplementals to two one-week assessment periods and one one-week reassessment period. Therefore, it is essential to bring about a significant culture change in assessment practices.

The appointment of TEP Fellows in 2016-17 to work with Schools on key TEP issues such as assessment, the organisation of workshops on assessment by CAPSL, and the development of resources and toolkits during 2017-18 to stimulate different ways of thinking about assessment all seek to support the process of culture change. However, culture change happens slowly and there is a significant risk that the pace of and commitment to change will lag behind the introduction of the new academic year structures, resulting in extreme pressure to accommodate a high volume of examinations within a much shorter period. AR is currently modelling examination requirements for 2018-19 and it should become clear from this exercise what kinds of transition challenges exist and where they exist. This should, in turn, help to inform next steps and the level of engagement required in order to ensure the successful implementation of the new shorter assessment periods.

There is a further point to flag in relation to examination scheduling which is linked to increased diversity within the student population. As previously noted, this can create new challenges in the teaching, learning and examination environments. The data show a 9% increase in the number of students registered with the Disability Service who required special examination accommodations in 2016-17, bringing the number to 828. This does not include a further 126 students, not registered with the Disability Service, who also requested examination accommodations (see Appendix Table D7 UG Students requiring Alternative Examination Arrangements 2017-2012). The increasing number of students taking examinations under special conditions (individual venue, small group venue) is beginning to create pressure on space, particularly when accommodations are sought at very short notice. The approval of a policy on reasonable accommodations in January 2018 on foot of extensive work by the Disability Service and the Deans of Graduate and Undergraduate Studies is therefore to be welcomed, particularly in the context of the introduction of semesterised examinations, insofar as it sets out clear procedures and cut-off dates for seeking and granting examination accommodations. The effectiveness of the policy in supporting students, whilst ensuring that there is time to plan for capacity requirements in relation to venues will have to be monitored over the next years

2.6   Foundation Scholarship

In 2016-17, 55 new Foundation and Non-Foundation Scholars were elected, compared with 51 in 2015-16 and 68 in 2014-15 (see Appendix Table D8: Number of Foundation and Non-Foundation Scholarships Awarded 2017, 2016, 2015). 2016-17 was the second year in which all programmes were required to have a minimum of 25% of the overall Scholarship mark that is 'general', i.e., discipline-related, but going beyond the set curriculum. Further, to be eligible for Scholarship, candidates – alongside the requirement of an overall first –

were required to obtain a majority of first class marks with remaining paper(s) achieving a mark of 65% or above.

Further information was sought from Schools via a survey after the completion of the Scholarship process for 2015-16 in relation to the general paper and from faculties after the 2016-17 Scholarship process via a questionnaire. Of the 59 responses received in relation to the survey, 31 were neutral, noting that they were unable to tell from the first year of implementation, that they already had a general component as part of their scholarship examination and that they were unable to isolate the 'general' from the overall examination; 21 were positive, noting an improvement in performance, that students responded well to the question/s and that the general component merged easily into the assessment structure; five were negative, noting that students performed worse in the paper or sections and that there were difficulties with implementation.11 In the 2016-17 faculty questionnaire, two of the three faculties did not see noticeable differences in terms of how students performed in the general components compared with other papers (no response provided by the third faculty to the relevant question). Views within the faculties were also mixed as to whether the general paper/section(s) act as a differentiator in terms of identifying the attributes of Scholarship.

 It is premature to draw any conclusions on the impact of the general paper/section(s) on the number of scholarships awarded on the basis of two years of data; however, it would be prudent to monitor the impact of the changes over time.

The recommendation of the Central Scholarship Committee that 'seen' papers, i.e.,

papers where all, or some of the questions, including the specific wording, are made available to the candidates ahead of the Scholarship examinations, should not be permitted in Foundation Scholarship examinations, was approved by Council and Board in May 2017. This should enhance fairness for Scholarship candidates across programmes and is in line with other decisions taken in recent years to bring greater consistency to the structure and content of the examination.

Other issues in relation to the Foundation Scholarship will also need to be considered in light of TEP, including the impact of the introduction of (i) an assessment week at the end of semester one as part of the new academic year structure and (ii) the new programme architecture, specifically, the Common Architecture, which enables students to incorporate breadth modules into the second year or to take up a new subject. The new academic year structure has a designated week for Foundation Scholarship examinations at the beginning of January, as is currently the practice, and this reflects the status of Foundation Scholarship

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11 Two responses were received without comment/where there were no scholarship candidates.

as a distinctive examination. Whilst recognising this distinctiveness, discussion should begin within the Central Scholarship Committee and other relevant committees on the advantages and disadvantages of considering alternative timing and in relation to the alignment of the Foundation Scholarship examination with the new TEP landscape. It is important that Foundation Scholarship continues to evolve and to respond to the direction of curriculum reform.

2.7 Conclusions

The preceding sections, which focus on the student life cycle post-admission, have highlighted a number of areas where significant changes arising from the implementation of the structural and curricular reform under TEP will follow. In particular, the new progression and awards regulations should provide a shared, transparent and consistent basis for decision making in relation to whether a student rises with their year and also create greater equity across programmes. These new regulations, approved by University Council in May 2017, will apply across all undergraduate programmes and will be introduced for the academic year 2018-19. By reducing the complexity and diversity of current regulations and minimizing exceptions these new regulations will, in turn, create opportunities to simplify other aspects of current practice such as the basis for the award of Gold Medals. In addition, shared regulations should impact positively on the handling of student appeals and, potentially, contribute to a reduction in their number. Each of the above will need to be monitored. Likewise, whilst the new progression and awards should be viewed as a whole, the possible influence of specific individual regulations on student behaviour, e.g., strategic splitting of examinations, particularly in those years contributing to the award, should be kept under review.

Whilst retention and progression rates are strong, with the progression target set by the Strategic Plan 2014-19 having been achieved, there is a need to engage with individual programmes where there are issues with students not progressing. It is also the case that progression rates from year 1 to year 2 vary across the programmes and faculties. Course choice and challenges with transition to third-level are contributory factors to both retention and progression. As already recommended in Section 1.8, with an increasingly diverse student population, it is also essential to monitor how particular cohorts are performing so that, where necessary, targeted interventions can be developed so as to support progression. However, consideration will need to be given to how a balance between specific interventions and mainstreaming can be achieved. The appointment of a Transition to Trinity Officer and initiatives such as 'Trinity in twelve Weeks', which are directed at all new entrants, are therefore to be welcomed.

The introduction of greater flexibility in programme pathways within the TEP Common Architecture also has the potential to contribute positively to retention by providing

students with more opportunities to take up a new subject or to move onto a different exit pathway to that on which they entered.

Diversification of assessment, which is one of the components of the TEP Assessment Framework, should also be more responsive to different learning styles and to a more diverse student population. Overall, asking programmes to review the nature, amount, and timing of assessment has set in motion a conversation about how, how much and when we assess and, with this, a process of culture change, which, as noted in Section 2.5, is likely to take several years and will require ongoing pedagogical support to achieve. The work, which was begun by the TEP Teaching Fellows, can be progressed most effectively at local level, but its success is closely linked with ongoing guidance from centrally provided supports such as CAPSL/eLearning.

Initial discussion in the context of the introduction of the new progression and awards regulations and consideration of the basis for the award of Gold Medals suggests that it is timely to initiate a conversation on the review of the institutional marking scale. External Examiners comment frequently on the practice of not using the full scale in the first-class band, which spans 30 marks, and a reluctance to cross the '80' threshold in some disciplines. There are clearly different disciplinary conventions across the University, for example, between disciplines within Arts and Humanities and those within more quantitatively based disciplines in Engineering, Maths and Science. With greater flexibility and opportunities to move outside the home discipline/s to be afforded to students through the TEP programme architecture, e.g., with approved modules, Trinity Electives, and the possibility of new cross-faculty Joint Honors combinations, differences in grading conventions will become more visible and, with this, invite reappraisal.

Finally, the AR report contains a wealth of data in relation to both Admission and the post-Admission life cycle of students. Notwithstanding this, there are some significant gaps in the available data that should be addressed in advance of the 2017-18 report. Section 2.0 has noted the absence of progression and retention, transfer, and completion data, all of which are key to understanding the student journey post-entry and provide a basis on which to inform strategic planning and decision making.

Tables / Figures taken from the Academic Registry Annual Report 2016-17

Figure A2: Proportion of CAO Applicants to the University Sector (incl DIT), 2016 – 2012
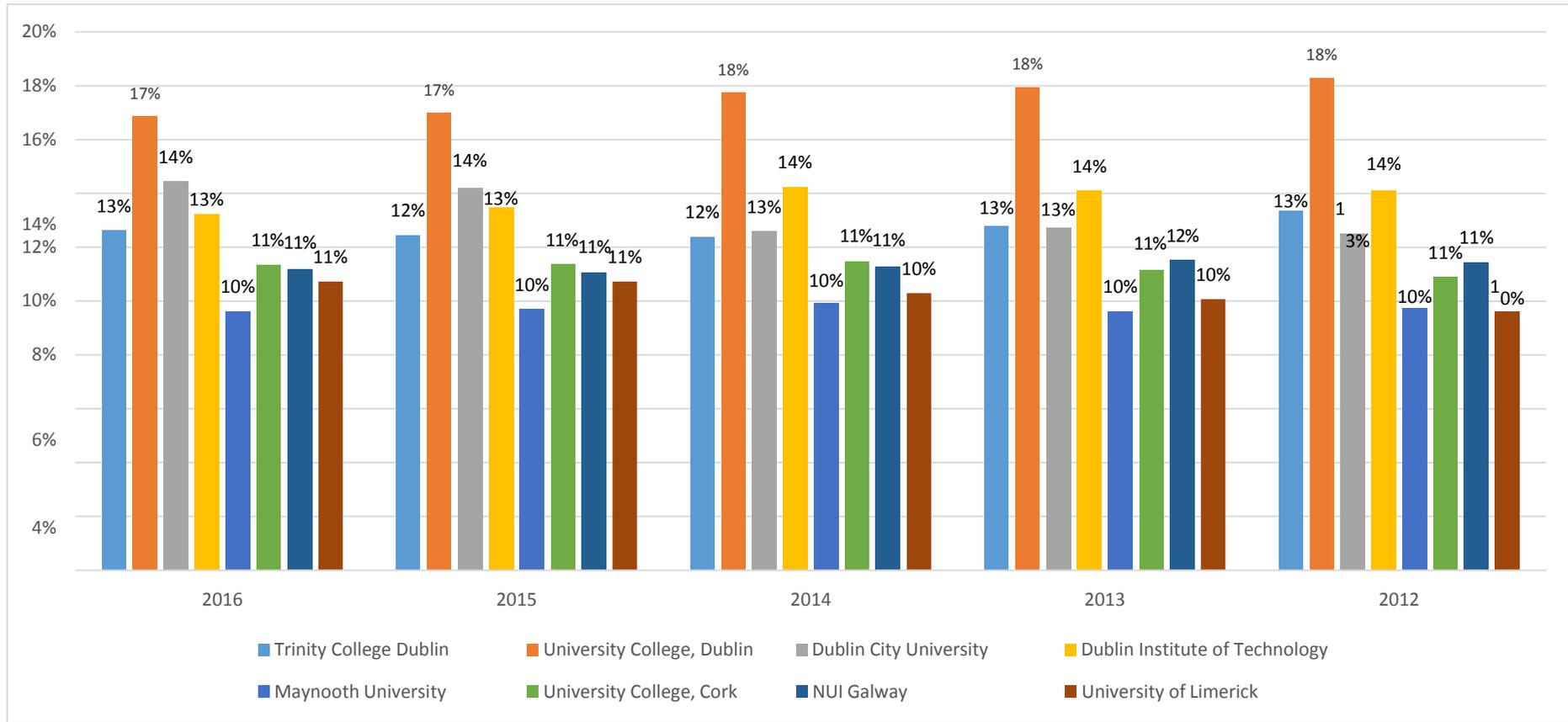
Table A4: Total Undergraduate Year 1 Registrations 2016 – 2012

Faculty	Course Group	2016-17			2015-16			2014-15			2013-14			2012-13		
		EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
AHSS	UG	973	66	**1039**	968	47	**1015**	964	45	**1009**	966	44	**1010**	977	30	**1007**
	UG Validated	20	1	**21**	8		**8**	49		**49**	50	1	**51**	32		**32**
	UG Visiting	360	379	**739**	330	337	**667**	350	306	**656**	342	333	**675**	299	250	**549**
Total		**1353**	**446**	**1799**	**1306**	**384**	**1690**	**1363**	**351**	**1714**	**1358**	**378**	**1736**	**1308**	**280**	**1588**
EMS	UG	827	25	**852**	840	31	**871**	885	35	**920**	825	32	**857**	829	14	**843**
	UG Visiting	89	6	**95**	96	113	**209**	83	91	**174**	95	70	**165**	75	14	**89**
Total		**916**	**31**	**947**	**936**	**144**	**1080**	**968**	**126**	**1094**	**920**	**102**	**1022**	**904**	**28**	**932**
HS	UG	703	79	**782**	724	79	**803**	702	76	**778**	699	71	**770**	704	63	**767**
Total		**703**	**79**	**782**	**724**	**79**	**803**	**702**	**76**	**778**	**699**	**71**	**770**	**704**	**63**	**767**
Multi Faculty	UG	414	25	**439**	409	18	**427**	419	18	**437**	429	14	**443**	430	14	**444**
	UG Visiting	2	90	**92**	35	74	**109**	1	71	**72**	1	35	**36**	2	32	**34**
Total		**416**	**115**	**531**	**444**	**92**	**536**	**420**	**89**	**509**	**430**	**49**	**479**	**432**	**46**	**478**
Grand Total		**3388**	**671**	**4059**	**3410**	**699**	**4109**	**3453**	**642**	**4095**	**3407**	**600**	**4007**	**3348**	**417**	**3765**

Figure A5: Entrance Exhibition 2016/17

Entrance Exhibition Awards 2016

	Male	Female
Arts, Humanities and Social Sciences	36	76
Engineering, Mathematics and Science	83	53
Health Sciences	56	107
Multi-Faculty	9	21
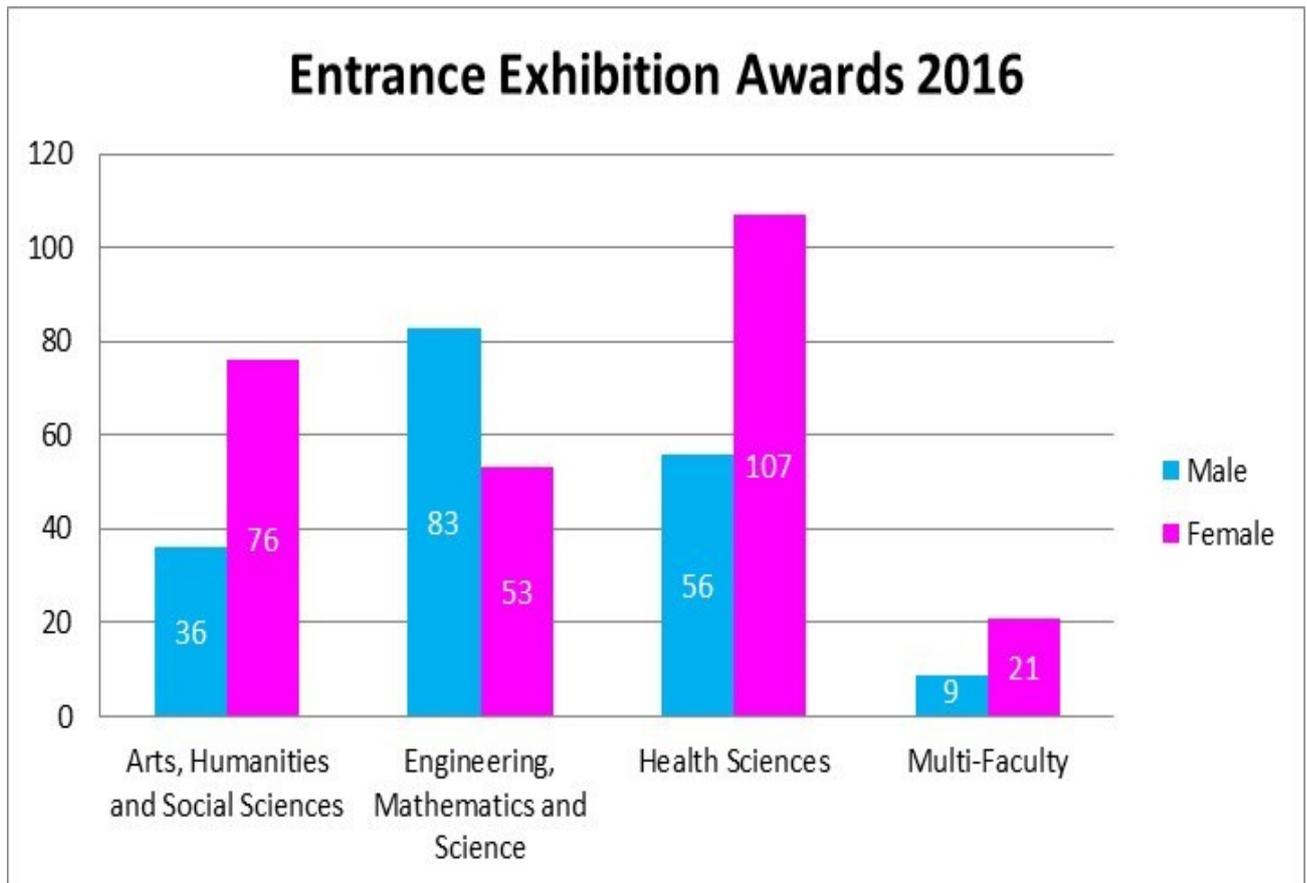
Table A5(a): Undergraduate New Entrants by Alternative Admission Routes by Faculty 2016/17

Category of Student	FAHSS	FEMS	FHS	MF	Totals
HEAR (Socio-economically disadvantaged)	96	69	79	7	**251**
Mature students	57	23	89	22	**191**
DARE (students with a disability)	47	28	64	138	**277**
Totals for Alternative Entry Routes	**200**	**120**	**232**	**167**	**719**
Total CAO Entrants 2016/17	917	812	622	504	2855
Total as a % of Faculty new entrants - CAO	**21.8%**	**14.8%**	**37.3%**	**33.1%**	**25.2%**

Table A8: Trinity Admissions Feasibility Study 2016-2015

Course	2016	2015
Ancient and Medieval History and Culture (AMHC)	4	4
History	10	7
Law	10	10
TOTAL	**24**	**21**

Table A9: Northern Ireland Feasibility Study applicants, offers and acceptances 2016, and 2015

Year	NI applications to Trinity	Trinity offers made to NI students	Acceptances
2016	**928**	225 (standard) 48 (Feasibility Study) **Total 273**	79 (35%) 23 (48%) **Total 102 (37%)**
2015	**754**	176 (standard) 68 (Feasibility Study) **Total 244**	74 (42%) 33 (49%) **Total 107 (44%)**

Note: This table has been corrected in the body of this report.

Table A17 Ratio of total and eligible CAO applications to quota for 2016, 2015, 2014

Course	2016					2015					2014				
	Total No of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total No of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total No of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Arts, Humanities and Social Sciences															
Ancient & Medieval History and Culture	170	16	10.6	117	7.3	178	15	11.9	122	8.1	199	15	13.3	137	9.1
Business (New in 2016)	1364	25	54.6	1129	45.2										
Business Studies & French	312	15	20.8	236	15.7	339	15	22.6	263	17.5	258	15	17.2	190	12.7
Business Studies & German	192	15	12.8	151	10.1	200	15	13.3	145	9.7	195	15	13.0	146	9.7
Business Studies & Polish	47	5	9.4	26	5.2	27	5	5.4	20	4.0	19	5	3.8	7	1.4
Business Studies & Russian	105	7	15.0	60	8.6	67	7	9.6	42	6.0	72	7	10.3	36	5.1
Business Studies & Spanish	243	10	24.3	181	18.1	208	10	20.8	156	15.6	230	10	23.0	167	16.7
Business, Economic & Social Studies	2158	236	9.1	1806	7.7	2250	236	9.5	1897	8.0	1807	236	7.7	1525	6.5
Catholic Theological Studies (New in 2013)	42	15	2.8	27	1.8	52	15	3.5	35	2.3	51	15	3.4	31	2.1
Classics	149	15	9.9	96	6.4	79	15	5.3	12	0.8	92	15	6.1	14	0.9
Clinical Speech & Language Studies	385	34	11.3	312	9.2	321	34	9.4	284	8.4	351	34	10.3	290	8.5
Deaf Studies	140	20	7.0	84	4.2	166	20	8.3	103	5.2	236	20	11.8	148	7.4
Drama & Theatre Studies^^	148	17	8.7	30	1.8	162	17	9.5	43	2.5	133	17	7.8	43	2.5
Early & Modern Irish	53	15	3.5	42	2.8	50	15	3.3	44	2.9	64	15	4.3	47	3.1
English Studies	563	40	14.1	432	10.8	511	40	12.8	384	9.6	521	40	13.0	396	9.9
European Studies	427	45	9.5	297	6.6	414	45	9.2	386	8.6	328	45	7.3	235	5.2
History	564	39	14.5	438	11.2	538	38	14.2	407	10.7	523	38	13.8	396	10.4
History & Political Science	532	24	22.2	398	16.6	451	24	18.8	326	13.6	365	24	15.2	256	10.7
Irish Studies	Course Discontinued					77	20	3.9	58	2.9	97	20	4.9	74	3.7
Law	1009	90	11.2	816	9.1	1110	90	12.3	894	9.9	897	90	10.0	732	8.1
Law & Business	475	25	19.0	354	14.2	505	25	20.2	392	15.7	423	25	16.9	337	13.5
Law & French	197	15	13.1	151	10.1	231	15	15.4	192	12.8	178	15	11.9	150	10.0
Law & German	113	15	7.5	86	5.7	153	15	10.2	122	8.1	120	15	8.0	96	6.4
Law & Political Science	415	20	20.8	303	15.2	366	20	18.3	281	14.1	265	20	13.3	189	9.5
Music ^	161	15	10.7	59	3.9	138	15	9.2	43	2.9	159	15	10.6	60	4.0
Music Education*	85	10	8.5	26	2.6	70	15	4.7	21	1.4	70	10	7.0	23	2.3
Philosophy	359	20	18.0	251	12.6	355	20	17.8	255	12.8	272	20	13.6	183	9.2
Philosophy, Political Sc., Economics & Sociology	612	34	18.0	420	12.4	544	34	16.0	386	11.4	421	34	12.4	277	8.1
Psychology	831	31	26.8	496	16.0	882	31	28.5	539	17.4	839	31	27.1	525	16.9
Social Studies	706	45	15.7	338	7.5	769	45	17.1	387	8.6	811	45	18.0	398	8.8
Sociology & Social Policy	436	28	15.6	313	11.2	458	28	16.4	305	10.9	429	28	15.3	293	10.5
World Religions and Theology^	133	15	8.9	89	5.9	131	15	8.7	90	6.0	147	15	9.8	95	6.3
Total	**13126**	**956**	**13.7**	**9564**	**10.0**	**11802**	**954**	**12.4**	**8634**	**9.1**	**10572**	**949**	**11.1**	**7496**	**7.9**

	2016					2015					2014				
	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 Applications	Ratio of Eligible Applications to quota
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modelling	174	5	34.8	134	26.8	162	5	32.4	117	23.4	168	5	33.6	121	24.2
Computer Science^^ #(Integrated)	992	100	9.9	606	6.1	1052	80	13.2	625	7.8	1000	100	10.0	584	5.8
Earth Sciences ^^	260	19	13.7	186	9.8	259	19	13.6	194	10.2	216	19	11.4	169	8.9
Engineering with Management^^ (Integrated)	378	20	18.9	296	14.8	376	19	19.8	286	15.1	300	22	13.6	229	10.4
Engineering^^ #(Integrated)	1576	165	9.6	1174	7.1	1590	165	9.6	1205	7.3	1456	175	8.3	1123	6.4
Human Genetics	303	15	20.2	215	14.3	370	15	24.7	274	18.3	390	15	26.0	296	19.7
Management Science and Information Systems Studies#^^	256	27	9.5	214	7.9	307	27	11.4	251	9.3	302	35	8.6	246	7.0
Mathematics	460	30	15.3	380	12.7	456	30	15.2	372	12.4	389	30	13.0	334	11.1
Medicinal Chemistry	498	28	17.8	431	15.4	441	28	15.8	364	13.0	463	28	16.5	396	14.1
Nanoscience,Physics & Chemistry of Advanced Materials ^ #	224	25	9.0	188	7.5	257	25	10.3	203	8.1	301	20	15.1	253	12.7
Science#	2911	340	8.6	2299	6.8	2900	340	8.5	2320	6.8	3102	332	9.3	2488	7.5
Theoretical Physics	304	40	7.6	230	5.8	351	40	8.8	258	6.5	377	40	9.4	285	7.1
Total	**8336**	**814**	**10.2**	**6353**	**7.8**	**8521**	**793**	**10.7**	**6469**	**8.2**	**8464**	**821**	**10.3**	**6524**	**7.9**

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

#Quota adjusted in 2015 as a result of the strategic planning process

	2016					2015					2014				
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 Applications	Ratio of Eligible Applications to quota
Faculty of Health Sciences															
Dental Science	575	32	18.0	358	11.2	563	32	17.6	369	11.5	517	32	16.2	337	10.5
General Nursing	3098	139	22.3	1505	10.8	2741	139	19.7	1408	10.1	2964	139	21.3	1546	11.1
Integrated Childrens and General Nursing	908	20	45.4	494	24.7	825	20	41.3	485	24.3	898	20	44.9	527	26.4
Intellectual Disability Nursing	575	30	19.2	253	8.4	541	30	18.0	271	9.0	634	30	21.1	343	11.4
Medicine^^	1703	121	14.1	1074	8.9	1665	121	13.8	1068	8.8	1643	121	13.6	1051	8.7
Midwifery	1068	44	24.3	525	11.9	1015	40	25.4	535	13.4	1116	40	27.9	579	14.5
Occupational Therapy^^	560	40	14.0	426	10.7	666	45	14.8	536	11.9	615	45	13.7	482	10.7
Pharmacy	844	75	11.3	628	8.4	824	75	11.0	610	8.1	830	75	11.1	651	8.7
Physiotherapy	818	40	20.5	460	11.5	871	40	21.8	548	13.7	903	40	22.6	582	14.6
Mental Health Nursing	838	53	15.8	364	6.9	783	45	17.4	492	10.9	817	45	18.2	426	9.5
Radiation Therapy	408	30	13.6	328	10.9	367	30	12.2	311	10.4	382	30	12.7	331	11.0
Total	**11395**	**624**	**18.3**	**6415**	**10.3**	**10861**	**617**	**17.6**	**6633**	**10.8**	**11319**	**617**	**18.3**	**6855**	**11.1**

	2016					2015					2014				
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 Applications	Ratio of Eligible Applications to quota
Multi Faculty															
Computer Science and Business^^	479	30	16.0	305	10.2	585	30	19.5	363	12.1	482	35	13.8	286	8.2
Computer Science and Language^^	233	20	11.7	127	6.4	196	20	9.8	116	5.8	142	20	7.1	89	4.5
Human Health & Disease	481	35	13.7	345	9.9	538	35	15.4	407	11.6	532	35	15.2	401	11.5
Political Science and Geography ^^	260	15	17.3	189	12.6	250	15	16.7	186	12.4	260	15	17.3	187	12.5
Two Subject Moderatorship Course^	6480	428	15.1	4616	10.8	6642	424	15.7	4773	11.3	5961	419	14.2	4343	10.4
Total	**7933**	**528**	**15.0**	**5582**	**10.6**	**8211**	**524**	**15.7**	**5845**	**11.2**	**7377**	**524**	**14.1**	**5306**	**10.1**
G R A N D T O T A L	**40790**	**2922**	**14.0**	**27914**	**9.6**	**39395**	**2888**	**13.6**	**27581**	**9.6**	**37732**	**2911**	**13.0**	**26181**	**9.0**

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

Table A21 Full Breakdown of CAO applications to Trinity, by Province/County, 2016

Province	County	Male	Female	No. students
Connaught	GALWAY	149	285	434
	LEITRIM	29	49	78
	MAYO	84	183	267
	ROSCOMMON	63	96	159
	SLIGO	52	95	147
Leinster	DUBLIN	2888	4311	7199
	CARLOW	52	87	139
	KILDARE	390	687	1077
	KILKENNY	66	148	214
	LAOIS	78	150	228
	LONGFORD	33	87	120
	LOUTH	151	308	459
	MEATH	349	565	914
	OFFALY	52	124	176
	WESTMEATH	101	176	277
	WEXFORD	151	281	432
	WICKLOW	292	419	711
Munster	CLARE	74	126	200
	CORK	211	411	622
	KERRY	95	157	252
	LIMERICK	117	161	278
	TIPPERARY	107	178	285
	WATERFORD	80	106	186
Northern Ireland	ANTRIM	325	627	952
	ARMAGH			
	DERRY			
	DOWN			
	FERMANAGH			
	TYRONE			
Ulster (3 counties in the Republic)	CAVAN	84	179	263
	DONEGAL	118	237	355
	MONAGHAN	64	116	180
Sub-Total		**6255**	**10349**	**16604**
Total			**16604**	

Country		Male	Female	No. students
Ireland (excl. NI)		5930	9722	15652
		325	627	952
Britain		247	367	614
Europe		396	707	1103
Non - EU		105	168	273
TOTAL APPLICATIONS:		**7003**	**11591**	**18594**

Table A33 Distribution of 2016/17 undergraduate new entrants by province and county

County	Total	County	Total
Antrim	29	Dublin 6W	36
Armagh	4	Dublin 7	34
Carlow	26	Dublin 8	38
Cavan	33	Dublin 9	69
Clare	27	Fermanagh	3
Co Dublin	402	Galway County	58
Cork City	2	Kerry	38
Cork County	78	Kildare	175
Derry	4	Kilkenny	51
Donegal	30	Laois	32
Down	19	Leitrim	11
Dublin 1	7	Limerick City	1
Dublin 10	9	Limerick County	49
Dublin 11	38	Longford	18
Dublin 12	39	Louth	65
Dublin 13	51	Mayo	45
Dublin 14	68	Meath	154
Dublin 15	85	Monaghan	15
Dublin 16	79	Offaly	21
Dublin 17	8	Roscommon	21
Dublin 18	56	Sligo	19
Dublin 2	7	Tipperary	40
Dublin 20	6	Tyrone	9
Dublin 22	22	Waterford County	23
Dublin 24	54	Westmeath	50
Dublin 3	55	Wexford	63
Dublin 4	60	Wicklow	134
Dublin 5	39		
Dublin 6	77	**Grand Total**	**2686**

Figure B1: Comparative Analysis of Composition of TCD Student Body 2016/17 vs 2012/13 (by headcount)

Category	2016-17	2012-13
UG - EU	11415	11340
UG - NEU	1324	833
PGT - EU	2645	2270
PGT - NEU	664	282
PTR - EU	1284	1686
PTR - NEU	298	234
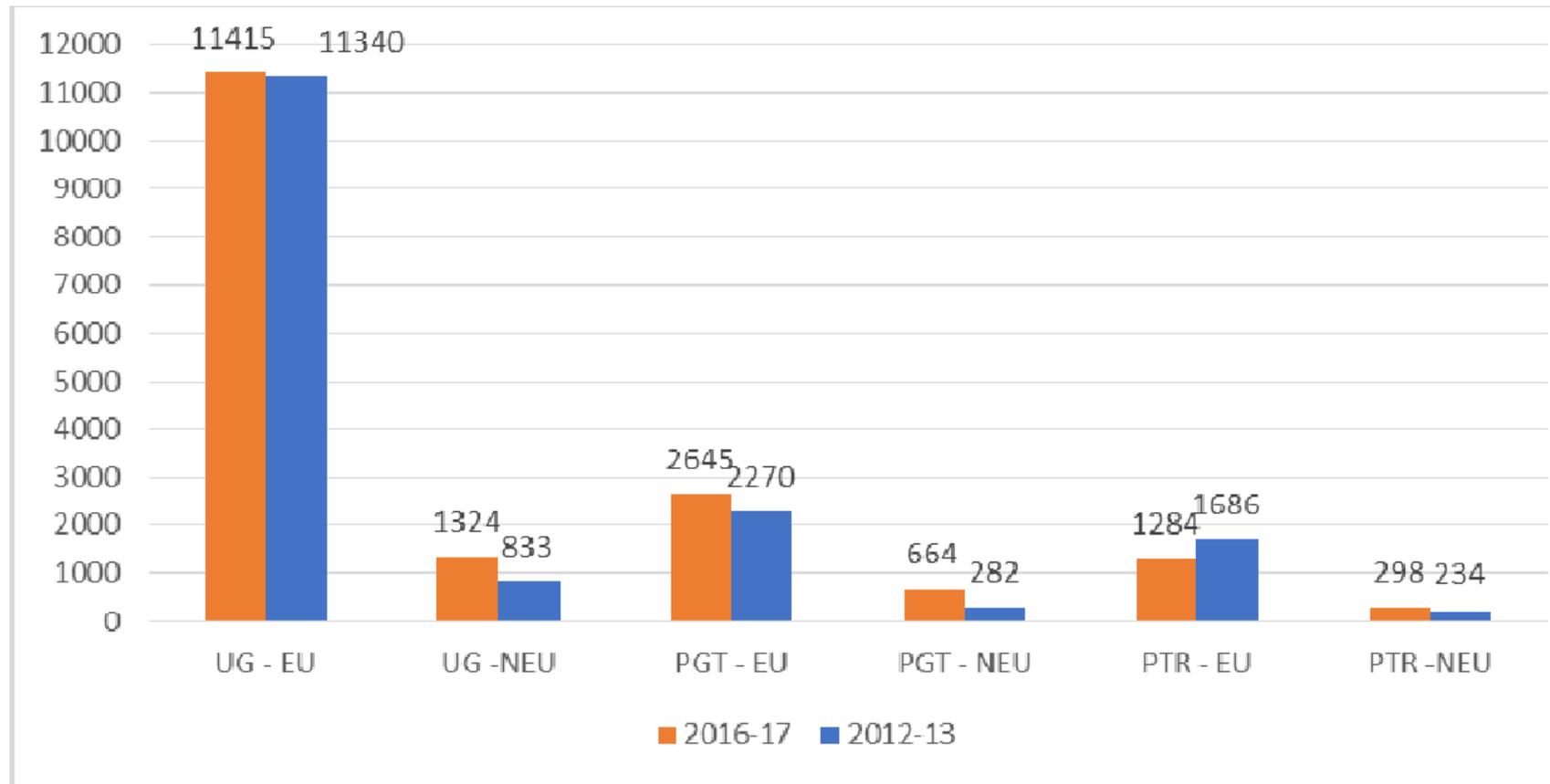
Table B1(c): Undergraduate Student Body 2016/2017 by Mode of Attendance

	Mode of attendance			
	Full-Time	Part-Time	Validated for Another Institution	Grand Total
Foundation	54			54
Undergraduate	11563	87		11650
Undergraduate Validated			109	109
Undergraduate Visiting	926			926
Grand Total	**12543**	**87**	**109**	**12739**

Table D5: Breakdown of Examination Sittings

Examinations	2016/17	2015/16	2014/15	2013/14	2012/13
Annuals	73,041	75,778	75,966	75,186	69,270
Supplementals	3,926	4,260	4,281	4,816	4,266
Specials	109	147	129	136	192
Foundation Scholarship	2,307	2,653	2,661	2,391	3,015
Term Tests	5,509	5,533	3,197	3,418	2,945
Others *	480	531	377	541	867
Totals	**85,372**	**88,902**	**86,611**	**86,488**	**80,555**

*Music Entrance Test (number who applied) and Matriculation (expected numbers)

Note: this table has been amended by Academic Registry in May 2018 to reflect the correct numbers.

Table D7: UG Students requiring alternative examination arrangements 2017-2012

Detail	2017	2016	2015	2014	2013
Number of Students	126	64	46	41	37
Number of Papers	421	270	229	154	143
Number of Departments	44	40	33	33	32
Number of Courses	45	64	25	31	27

Table D8: Number of Foundation and Non-Foundation Scholarships Awarded 2017, 2016, 2015

	FAHSS			FEMS			FHS			MF		
	2017	**2016**	**2015**	**2017**	**2016**	**2015**	**2017**	**2016**	**2015**	**2017**	**2016**	**2015**
Female	10	9	12	6	5	5	12	9	11	1	2	4
Male	5	11	12	19	10	15	1	4	6	1	1	3
Total	**15**	**20**	**24**	**25**	**15**	**20**	**13**	**13**	**17**	**2**	**3**	**7**

Table D9 Plagiarism Recorded on a Student Record by Course, 2015/16, 2016/17

School	Discipline	Course	2015/16				2016/17				
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total
AHSS, Education	Education	UBED-MEDU-1F-Music Education		2		2	1				1
		PTED-EDPM-1F-Professional Masters Education (P.M.E.)				0	9				9
						0					0
AHSS, English	English	UBTS-ENPI-1F-TSM English Literature and Philosophy	1			1					0
		UBEN-ENGS-1F-English Studies				0	3				3
		UBLL-IRIS-1F-Irish Studies				0			1		1
		UBTS-CCEN-1F-TSM Classical Civilisation and English Literature				0	1				1
		UBTS-ENFR-1F-TSM English Literature and French				0	1		1		2
						0					0
AHSS, Languages, Literatures and Cultural Studies	French	UBTS-ENFR-1F-TSM English Literature and French				0				1	1
		UBTS-FRMI-1F-TSM French and Modern Irish				0		1			1
						0					0
AHSS, Law	Law	UBLW-LAWS-1F-Law		2		2	2	1	2		5
						0					0
AHSS, Psychology	Psychology	UBTS-ITPS-1F-TSM Italian and Psychology		1		1					0
AHSS, Social Sciences and Philosophy	Economics	UBBE-BESS-1F-Economic and Social Studies				0		2			2
						0					0
	Philosophy	UBSP-PHIL-1F-Philosophy				0			1		1
	Political Science	UBAH-HIPO-1F-History and Political Science			1	1					0
	Sociology	UBSW-SSPO-1F-Sociology and Social Policy				0	1				1
		UBTS-HISO-1F-TSM History and Sociology				0	2				2
						0					0
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science				0					0
AHSS, Social Work and Social Policy	Social Work and Social Policy	UBSW-SOCS-1F-Social Studies			1	1		4	2		6
		UBSW-SSPO-1F-Sociology and Social Policy		1		1					0
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science				0					0

School	Discipline	Course	2015/16				2016/17				
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total
EMS, Computer Science and Statistics	Computer Systems	UICS-ICSC-1F-Computer Science				0		1			1
EMS, Mathematics	Mathematics	UBES-TPHY-1F-Theoretical Physics				0	1				1
HS, Medicine	Radiation Therapy	UBMD-RTHY-1F-Radiation Therapy		1		1					0
HS, Nursing and Midwifery	General Nursing	PTNM-NURS-1P-Nursing		1		1					0
		UBNM-MIDW-1F-Midwifery	1			1					0
		UBNM-NURS-1F-Nursing			1	1					0
		PTNM-ANED-1P-Nursing (Advanced Nurse Practitioner Strand-				0		1			1
		PTNM-CHSE-1P-Clinical Health Sciences Education				0	1				1
		PTNM-NURS-1F-Nursing				0		1			1
		UBNM-CGNU-1F-Children's and General Nursing				0	1				1
HS, Pharmacy and Pharmaceutical Sciences	Pharmacy and Pharmaceutical Sciences	UBPH-PHAR-1F-Pharmacy		1		1					0
			2	9	3	14	23	11	7	1	42

Table D10 Distribution of Grades achieved by course at undergraduate degree examination in 2016/17

2016/17	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	8			8						16	**50.0%**
Ancient and Medieval History and Culture		6	3							9	**0.0%**
BESS - Business	21			59				1		81	**25.9%**
BESS - Business and Economics	11	57	5		1			1		75	**14.7%**
BESS - Business and Political Science	1	13	1							15	**6.7%**
BESS - Economics	1	11	4		1					17	**5.9%**
BESS - Economics and Political Science	1	3								4	**25.0%**
BESS - Economics and Sociology		3								3	**0.0%**
BESS - Political Science	1									1	**100.0%**
BESS - Political Science and Sociology		2								2	**0.0%**
BESS - Sociology		1	1							2	**0.0%**
BESS - Sociology and Business	4	17	1							22	**18.2%**
Business Studies and a Language	6			33	1			2		42	**14.3%**
Catholic and Theological Studies		3				1				4	**0.0%**
Classics	2	2								4	**50.0%**
Clinical Speech and Language Studies	5			24	1					30	**16.7%**
Deaf Studies	3			8	1			1		13	**23.1%**
Drama and Theatre Studies	6	11	2							19	**31.6%**
Early and Modern Irish			2		2					4	**0.0%**
Education (Validated)	3			26						29	**10.3%**
English Studies	10	31	2							43	**23.3%**
European Studies	10	32	2							44	**22.7%**
History	4	30	3							37	**10.8%**
History and Political Science	8	17								25	**32.0%**
Irish Studies		4	5		1			1		11	**0.0%**
Law	16			80						96	**16.7%**
Law and Business	10			11						21	**47.6%**
Law and French				11						11	**0.0%**
Law and German	4			8						12	**33.3%**
Law and Political Science	6			11						17	**35.3%**
Music	2	9	1					1		13	**15.4%**
Music Education	1			9						10	**10.0%**
Philosophy	5			9						14	**35.7%**
Philosophy and Political Science	3	5	3					1		12	**25.0%**
Philosophy, Political Sci, Economics and Sociology	10	23	1					2		36	**27.8%**
Psychology	18	12	3							33	**54.5%**
Social Studies	6			37						43	**14.0%**
Sociology and Social Policy	3	19	4							26	**11.5%**
World Religions and Theology	1	3	1		1					6	**16.7%**
Grand Total	**190**	**314**	**44**	**334**	**9**	**1**	**0**	**10**	**0**	**902**	**21.1%**
Percentage distribution	**21.1%**	**34.8%**	**4.9%**	**37.0%**	**1.0%**	**0.1%**	**0.0%**	**1.1%**	**0.0%**	**100.0%**	

2016/17	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			2							2	**0.0%**
Computer Science - Integrated‡	30	15	3					16	16	80	**37.5%**
Earth Sciences	1	5	5							11	**9.1%**
Engineering - Double Diploma Mechanical Engineering	1			4						5	**20.0%**
Engineering - Integrated‡	77			126	5	1		16	89	314	**24.5%**
Engineering and Management - Integrated‡	2			12				1	5	20	**10.0%**
Human Genetics	2	11								13	**15.4%**
Information Systems	11			10				2		23	**47.8%**
Management Science and Information System Studies	9	14	2							25	**36.0%**
Mathematics	13	7	3					2		25	**52.0%**
Medicinal Chemistry	8	9	5		3					25	**32.0%**
Nanoscience Physics and Chemistry of Adv. Materials	10	2	4							16	**62.5%**
Science	61	168	40		5	1		10		285	**21.4%**
Theoretical Physics	10	7	6		1					24	**41.7%**
Grand Total	**235**	**238**	**70**	**152**	**14**	**2**	**0**	**47**	**110**	**868**	**27.1%**
Percentage distribution	**27.1%**	**27.4%**	**8.1%**	**17.5%**	**1.6%**	**0.2%**	**0.0%**	**5.4%**	**12.7%**	**100.0%**	

2016/17	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 Health Sciences #											
Children's and General Nursing	3			13				1		17	**17.6%**
Diagnostic Radiography (Joint Degree - SIT)	7			17				1		25	**28.0%**
Human Health and Disease	8			14						22	**36.4%**
Human Nutrition and Dietetics (Joint Degree- DIT)	12			7				1		20	**60.0%**
Midwifery	1			23	1	1		3		29	**3.4%**
Nursing	30			120	18	1		10		179	**16.8%**
Occupational Therapy	5			68						73	**6.8%**
Pharmacy	11			41	1			2		55	**20.0%**
Physiotherapy	4			109	1			1		115	**3.5%**
Radiation Therapy	5			19				2		26	**19.2%**
Grand Total	**86**	**0**	**0**	**431**	**21**	**2**	**0**	**21**	**0**	**561**	**15.3%**
Percentage Distribution	**15.3%**	**0.0%**	**0.0%**	**76.8%**	**3.7%**	**0.4%**	**0.0%**	**3.7%**	**0.0%**	**100.0%**	

2016/17	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											
Computer Science and Business	7	16	2		1					26	**26.9%**
Computer Science and Language	6	4				1		1		12	**50.0%**
Political Science and Geography	1	9	1					3		14	**7.1%**
Two Subject Moderatorship	67	203	45		1	2		5		323	**20.7%**
Grand Total	**81**	**232**	**48**	**0**	**2**	**3**	**0**	**9**	**0**	**375**	**21.6%**
Percentage Distribution	**21.6%**	**61.9%**	**12.8%**	**0.0%**	**0.5%**	**0.8%**	**0.0%**	**2.4%**	**0.0%**	**100.00%**	
College Total #	**592**	**784**	**162**	**917**	**46**	**8**	**0**	**87**	**110**	**2706**	**21.9%**
Percentage Distribution	**21.9%**	**29.0%**	**6.0%**	**33.9%**	**1.7%**	**0.3%**	**0.00%**	**3.2%**	**4.1%**	**100.0%**	
Cumulative percentage distribution	**21.9%**	**50.8%**	**56.8%**	**90.7%**	**92.4%**	**92.7%**	**92.7%**	**95.9%**	**100.0%**	**100.0%**	

2016/17	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 Health Sciences - Dental Science and Medicine											
Dental Science	1			22		11		1		35	**3%**
Dental Technology		n/a				3		3		6	**0%**
Medicine	14			107		42		4		167	**8%**
Dental Science / Medicine Total	**15**			**129**	**0**	**56**	**0**	**8**	**0**	**208**	**7%**
Percentage Distribution	**7.2%**			**62.0%**	**0.0%**	**26.9%**	**0.0%**	**3.8%**	**0.0%**	**100.00%**	
Grand Total	**607**	**784**	**162**	**1046**	**46**	**64**	**0**	**95**	**110**	**2914**	
Percentage Distribution	**20.8%**	**26.9%**	**5.6%**	**35.9%**	**1.6%**	**2.2%**	**0.00%**	**3.3%**	**3.8%**	**100.0%**	
Cumulative percentage distribution	**20.8%**	**47.7%**	**53.3%**	**89.2%**	**90.8%**	**93.0%**	**93.0%**	**96.2%**	**100.0%**	**100.0%**	

‡ Indicates UG students where the intended final award is Masters Level, i.e. M.C.S./M.A.I. includes 5th Year results for UG Degree and Masters and exiting 4th year degree results

*Other includes Awaiting Result, Result Unknown

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

excl Medicine & Dental Science

Table D11 Distribution of Grades achieved by course at undergraduate degree examination in 2015/16

2015/16	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			8				1		16	43.8%
Ancient and Medieval History and Culture	1	9	4							14	7.1%
BESS - Business	10			55						65	15.4%
BESS - Business and Economics	17	60	6		1			2		86	19.8%
BESS - Business and Political Science	2	16	1					1		20	10.0%
BESS - Economics	8	16	4			1				29	27.6%
BESS - Economics and Political Science		7	2							9	0.0%
BESS - Economics and Sociology	1	2								3	33.3%
BESS - Political Science	1	1								2	50.0%
BESS - Political Science and Sociology		2	1							3	0.0%
BESS - Sociology	1		1							2	50.0%
BESS - Sociology and Business	2	13	1			1				17	11.8%
Business Studies and a Language	7			40				1		48	14.6%
Classics	1									1	100.0%
Clinical Speech and Language Studies	6			21				1		28	21.4%
Deaf Studies	3			8	1					12	25.0%
Drama and Theatre Studies	6	14								20	30.0%
Early and Modern Irish			3							3	0.0%
Education (Validated)	1			30						31	3.2%
English Studies	14	27	1							42	33.3%
European Studies	8	21	3			1				33	24.2%
History	4	21	7							32	12.5%
History and Political Science	6	18	5			1				30	20.0%
Irish Studies		6	9							15	0.0%
Law	17			76	1	1		1		96	17.7%
Law and Business	11			14						25	44.0%
Law and French	3			6		1		1		11	27.3%
Law and German	4			8						12	33.3%
Law and Political Science	10			9				1		20	50.0%
Music	3	11	4							18	16.7%
Music Education	4			3						7	57.1%
Philosophy	5	5	2							12	41.7%
Philosophy and Political Science		3								3	0.0%
Philosophy, Political Sci, Economics and Sociology	15	14	4							33	45.5%
Psychology	8	19								27	29.6%
Social Studies	2			42						44	4.5%
Sociology and Social Policy	1	11	7			1				20	5.0%
World Religions and Theology	1	11	2							14	7.1%
Grand Total	190	307	67	320	2	8	0	9	0	903	21.0%
Percentage distribution	21.0%	34.0%	7.4%	35.4%	0.2%	0.9%	0.0%	1.0%	0.0%	100.0%	

2015/16	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			2		2					4	0.0%
Computer Science - Integrated	11	14	9		2	9		17	8	70	15.7%
Earth Sciences	3	8	2							13	23.1%
Engineering - Double Diploma Mechanical Engineering	1			1				7		9	11.1%
Engineering - Integrated	46			88	1	3		11	84	233	19.7%
Engineering and Management - Integrated				7		6			5	18	0.0%
Human Genetics	4	6	1							11	36.4%
Information Systems	6			13				1		20	30.0%
Management Science and Information System Studies	9	11	4		2			2		28	32.1%
Mathematics	26	12	5							43	60.5%
Medicinal Chemistry	4	7	9		1					21	19.0%
Nanoscience Physics and Chemistry of Adv. Materials	2	9	2							13	15.4%
Science	47	160	67		6	2		6		288	16.3%
Theoretical Physics	12	8	2							22	54.5%
Grand Total	**171**	**235**	**103**	**109**	**14**	**20**	**0**	**44**	**97**	**793**	**21.6%**
Percentage distribution	**21.6%**	**29.6%**	**13.0%**	**13.7%**	**1.8%**	**2.5%**	**0.0%**	**5.5%**	**12.2%**	**100.0%**	

2015/16	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 Health Sciences #											
Children's and General Nursing	8			10						18	44.4%
Diagnostic Radiography (Joint Degree - SIT)	4			16						20	20.0%
Human Health and Disease	8			19						27	29.6%
Human Nutrition and Dietetics (Joint Degree- DIT)	2							17		19	10.5%
Midwifery	6			29	1	1				37	16.2%
Nursing	33			134	17			3		187	17.6%
Occupational Therapy	14			49	1					64	21.9%
Pharmacy	29			32			1			62	46.8%
Physiotherapy	4			85						89	4.5%
Radiation Therapy	10			19	1					30	33.3%
Grand Total	**118**	**0**	**0**	**393**	**19**	**2**	**1**	**20**	**0**	**553**	**21.3%**
Percentage Distribution	**21.3%**	**0.0%**	**0.0%**	**71.1%**	**3.4%**	**0.4%**	**0.2%**	**3.6%**	**0.0%**	**100.0%**	

2015/16	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		5								5	**0.0%**
Computer Science and Business	6	15	3							24	**25.0%**
Computer Science and Language	4	6	1							11	**36.4%**
Political Science and Geography	2	13	5							20	**10.0%**
Two Subject Moderatorship	66	203	45			4		6		324	20.4%
Grand Total	**78**	**242**	**54**	**0**	**0**	**4**	**0**	**6**	**0**	**384**	**20.3%**
Percentage Distribution	**20.3%**	**63.0%**	**14.1%**	**0.0%**	**0.0%**	**1.0%**	**0.0%**	**1.6%**	**0.0%**	**100.00%**	
College Total #	**557**	**784**	**279**	**767**	**35**	**34**	**1**	**79**	**97**	**2633**	**21.2%**
Percentage Distribution	**21.2%**	**29.8%**	**10.6%**	**29.1%**	**1.3%**	**1.3%**	**0.04%**	**3.0%**	**3.7%**	**100.0%**	
Cumulative percentage distribution	**21.2%**	**50.9%**	**61.5%**	**90.7%**	**92.0%**	**93.3%**	**93.3%**	**96.3%**	**100.0%**	**100.0%**	

2015/16	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 Health Sciences - Dental Science and Medicine											
Dental Science	4		12			22		1		39	**10%**
Dental Technology						2		2		4	**0%**
Medicine	10			101		43				154	**6%**
Dental Science / Medicine Total	**14**	**0**	**12**	**101**	**0**	**67**	**0**	**0**	**0**	**194**	**7%**
Percentage Distribution	**7.2%**	**0.0%**	**6.2%**	**52.1%**	**0.0%**	**34.5%**	**0.0%**	**0.0%**	**0.0%**	**100.00%**	
Grand Total	**571**	**784**	**291**	**868**	**35**	**101**	**1**	**79**	**97**	**2827**	
Percentage Distribution	**20.2%**	**27.7%**	**10.3%**	**30.7%**	**1.2%**	**3.6%**	**0.04%**	**2.8%**	**3.4%**	**100.0%**	
Cumulative percentage distribution	**20.2%**	**47.9%**	**58.2%**	**88.9%**	**90.2%**	**93.7%**	**93.8%**	**96.6%**	**100.0%**	**100.0%**	

‡ 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 D12: Gold Medals awarded by Faculty, 2016/17 – 2014/15

Faculty	2016/17		2015/16		2014/15	
	No. First Class Degrees	No. Gold Medals	No. First Class Degrees	No. Gold Medals	No. First Class Degrees	No. Gold Medals
Arts, Humanities and Social Sciences	190	30	190	13	173	17
Engineering, Mathematics and Science	235	70	171	41	158	28
Health Sciences	101	23	132	32	112	21
Multi-Faculty	81	16	78	14	84	1
Total	**607**	**139**	**571**	**100**	**527**	**67**

Table D20(a) Number of cases coming to Courts of First Appeal Committee

Courts of First Appeal								
	2016/17		2015/16		2014/15		2013/14	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	9	30	13	34	14	32	14	38
Engineering, Mathematics & Science	3	53	8	46	8	65	14	69
Health Sciences	6	64	9	94	6	90	5	95
Multi-Faculty	2	11	3	6	5	14	9	14
TOTAL	20	158	33	180	33	201	42	216

**New Entrant Progression and Retention Tables by Programme
Junior Fresh (year 1) to Senior Fresh (year 2)[12]
produced by Quality Office**

Table 1. New Entrant Progression and Retention for Programmes in Faculty of Arts, Humanities and Social Sciences

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
Acting	11	Progressed same course	11	100%	4	7	9	2	11		2	
		Repeat same course										
		Transferred other course										
		Was not retained										
Ancient and Medieval History and Culture	14	Progressed same course	13	93%	3	10	13		13		2	
		Repeat same course										
		Transferred other course	1	7%	1		1		1			
		Was not retained										
Bachelor in Business Studies	35	Progressed same course	33	94%	16	17	21	12	33			2
		Repeat same course										
		Transferred other course	2	6%	1	1	2		2		1	1
		Was not retained										

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[12] Schools interpreting retention numbers may query numbers as different to those on class lists in SITS for 2016/17. This results from the application of the HEA new entrant logic which excludes students entering a degree in 2016/17, that is their second degree in Trinity; are repeating Year 1; are transferring into Year 1 of a programme of study from another Trinity Programme or are returning to Year 1 having spent a portion of their initial year in Trinity Off-Books.

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
Business Studies and French	11	Progressed same course	11	100%	9	2	11		11			1
		Repeat same course										
		Transferred other course										
		Was not retained										
Business Studies and German	17	Progressed same course	15	88%	8	7	14	1	15			1
		Repeat same course										
		Transferred other course	1	6%	1		1		1			
		Was not retained	1	6%		1	1		1			
Business Studies and Polish	5	Progressed same course	5	100%	1	4	5		5			2
		Repeat same course										
		Transferred other course										
		Was not retained										
Business Studies and Russian	5	Progressed same course	4	80%	3	1	4		4			2
		Repeat same course										
		Transferred other course										
		Was not retained	1	20%		1	1		1			
Business Studies and Spanish	9	Progressed same course	8	89%	5	3	8		8			2
		Repeat same course										
		Transferred other course	1	11%	1			1	1			
		Was not retained										

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
Catholic Theological Studies	3	Progressed same course	3	100%	1	2	3		3		2	1
		Repeat same course										
		Transferred other course										
		Was not retained										
Classics	9	Progressed same course	7	78%	2	5	7		7		2	
		Repeat same course	1	11%		1	1		1			
		Transferred other course	1	11%		1	1		1			
		Was not retained										
Clinical Speech and Language Studies	31	Progressed same course	29	94%	27	2	29		29		1	5
		Repeat same course										
		Transferred other course	1	3%	1			1	1			
		Was not retained	1	3%	1		1		1			
Deaf Studies	9	Progressed same course	9	100%	9		9		9		2	1
		Repeat same course										
		Transferred other course										
		Was not retained										
Diploma in Acting and Theatre	3	Progressed same course										
		Repeat same course										
		Transferred other course	3	100%	3		3		3			
		Was not retained										
Drama and Theatre Studies	15	Progressed same course	14	93%	9	5	13	1	14			1
		Repeat same course										
		Transferred other course										
		Was not retained	1	7%		1	1		1			

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
Early and Modern Irish	1	Progressed same course	1	100%	1		1		1			
		Repeat same course										
		Transferred other course										
		Was not retained										
Economic and Social Studies	244	Progressed same course	226	93%	108	118	206	20	226		3	35
		Repeat same course	10	4%	6	4	7	3	10			4
		Transferred other course										
		Was not retained	8	3%	5	3	8		8		3	1
English Studies	39	Progressed same course	38	97%	25	13	35	3	38		2	4
		Repeat same course										
		Transferred other course										
		Was not retained	1	3%		1	1		1			
European Studies	46	Progressed same course	43	93%	35	8	41	2	43			1
		Repeat same course										
		Transferred other course	1	2%		1	1		1			1
		Was not retained	2	4%	2		1	1	2			
History	37	Progressed same course	35	95%	13	22	34	1	35		3	3
		Repeat same course										
		Transferred other course	1	3%	1		1		1			
		Was not retained	1	3%	1		1		1			
History and Political Science	23	Progressed same course	20	87%	10	10	20		20			5
		Repeat same course	1	4%		1	1		1		1	
		Transferred other course	2	9%		2	2		2			
		Was not retained										

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
Law	85	Progressed same course	82	96%	54	28	80	2	82		3	11
		Repeat same course										
		Transferred other course	2	2%	1	1	2		2			
		Was not retained	1	1%		1	1		1			1
Law and Business	22	Progressed same course	20	91%	11	9	20		20			6
		Repeat same course										
		Transferred other course	1	5%	1		1		1			1
		Was not retained	1	5%	1		1		1			
Law and French	18	Progressed same course	9	50%	5	4	9		9			
		Repeat same course										
		Transferred other course	9	50%	8	1	9		9			2
		Was not retained										
Law and German	14	Progressed same course	10	71%	7	3	10		10			1
		Repeat same course	1	7%	1		1		1			
		Transferred other course	3	21%	1	2	3		3			
		Was not retained										
Law and Political Science	21	Progressed same course	18	86%	12	6	18		18			3
		Repeat same course	1	5%		1		1	1			
		Transferred other course	2	10%	1	1	2		2			
		Was not retained										
Music	16	Progressed same course	16	100%	8	8	16		16		2	1
		Repeat same course										
		Transferred other course										
		Was not retained										

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
Music Education	9	Progressed same course	8	89%	2	6	8		8			
		Repeat same course										
		Transferred other course	1	11%	1		1		1			
		Was not retained										
Music Teaching and Performance (RIAM)	4	Progressed same course										
		Repeat same course										
		Transferred other course	4	100%	1	3	4		4			
		Was not retained										
Philosophy	18	Progressed same course	15	83%	5	10	15		15			2
		Repeat same course										
		Transferred other course	1	6%		1	1		1			
		Was not retained	2	11%	1	1	2		2			
Philosophy, Political Science, Economics and Sociology	35	Progressed same course	32	91%	11	21	26	6	32		1	3
		Repeat same course	1	3%	1		1		1		1	
		Transferred other course	2	6%	1	1	1	1	2			1
		Was not retained										
Psychology	24	Progressed same course	20	83%	17	3	20		20		5	2
		Repeat same course										
		Transferred other course	3	13%	2	1	3		3			
		Was not retained	1	4%	1		1		1			1
Social Studies	39	Progressed same course	37	95%	30	7	37		37		11	5
		Repeat same course										
		Transferred other course										
		Was not retained	2	5%	2		2		2			

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
Sociology and Social Policy	18	Progressed same course	17	94%	13	4	17		17		3	1
		Repeat same course										
		Transferred other course										
		Was not retained	1	6%		1	1		1			1
Stage Management and Technical Theatre	11	Progressed same course	2	18%	1	1	2		2			
		Repeat same course										
		Transferred other course	9	82%	8	1	9		9		1	
		Was not retained										
World Religions and Theology	3	Progressed same course	2	67%	2		2		2			
		Repeat same course										
		Transferred other course										
		Was not retained	1	33%	1		1		1			1
Grand Total	904		904		524	380	846	58	904	0	51	116

Table 2. New Entrant Progression and Retention for Programmes in Two-Subject Moderatorship

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
TSM Ancient History and Archaeology	19	Progressed same course	18	95%	14	4	15	3	18		1	3
		Repeat same course										
		Transferred other course										
		Was not retained	1	5%		1	1		1			
TSM Catholic Theological Studies	2	Progressed same course	2	100%		2	2		2		1	
		Repeat same course										
		Transferred other course										
		Was not retained										
TSM Classical Civilisation	23	Progressed same course	22	96%	19	3	19	3	22			1
		Repeat same course										
		Transferred other course	1	4%	1		1		1			
		Was not retained										
TSM Drama Studies	17	Progressed same course	15	88%	11	4	15		15		1	3
		Repeat same course										
		Transferred other course	2	12%	1	1	2		2		1	1
		Was not retained										
TSM Economics	42	Progressed same course	36	86%	13	23	34	2	36			2
		Repeat same course	2	5%		2	2		2			1
		Transferred other course	2	5%	2		1	1	2			
		Was not retained	2	5%	1	1	2		2			

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
TSM English Literature	87	Progressed same course	79	91%	58	21	71	8	79		3	10
		Repeat same course	1	1%		1	1		1			
		Transferred other course	6	7%	2	4	6		6		2	
		Was not retained	1	1%	1		1		1			
TSM Film Studies	28	Progressed same course	27	96%	15	12	24	3	27		3	6
		Repeat same course										
		Transferred other course	1	4%	1		1		1		1	
		Was not retained										
TSM French	66	Progressed same course	58	88%	43	15	58		58		1	4
		Repeat same course	3	5%	1	2	3		3			1
		Transferred other course	1	2%	1		1		1			
		Was not retained	4	6%	3	1	4		4			
TSM Geography	36	Progressed same course	29	81%	17	12	28	1	29		2	3
		Repeat same course										
		Transferred other course	2	6%	2		1	1	2			
		Was not retained	5	14%	3	2	5		5			1
TSM German	23	Progressed same course	17	74%	13	4	17		17			3
		Repeat same course	2	9%		2	2		2			
		Transferred other course	1	4%	1		1		1			
		Was not retained	3	13%	2	1	3		3			
TSM Greek	2	Progressed same course	1	50%	1			1	1			
		Repeat same course										
		Transferred other course	1	50%	1		1		1		1	
		Was not retained										

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
TSM History of Art and Architecture	38	Progressed same course	36	95%	31	5	32	4	36		5	6
		Repeat same course										
		Transferred other course	1	3%	1		1		1			
		Was not retained	1	3%	1		1		1			
TSM History	32	Progressed same course	29	91%	19	10	29		29		2	5
		Repeat same course										
		Transferred other course	3	9%	2	1	2	1	3			
		Was not retained										
TSM Italian	30	Progressed same course	22	73%	18	4	20	2	22			1
		Repeat same course	3	10%	2	1	3		3			
		Transferred other course	2	7%	2		2		2			
		Was not retained	3	10%	2	1	3		3			
TSM Jewish and Islamic Civilisation	8	Progressed same course	6	75%	6		6		6			1
		Repeat same course										
		Transferred other course	2	25%	2		2		2		1	
		Was not retained										
TSM Latin	1	Progressed same course										
		Repeat same course										
		Transferred other course										
		Was not retained	1	100%	1		1		1			
TSM Mathematics	24	Progressed same course	18	75%	5	13	18		18			1
		Repeat same course	2	8%		2	2		2			1
		Transferred other course	3	13%	1	2	2	1	3			
		Was not retained	1	4%	1		1		1			

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
TSM Modern Irish	19	Progressed same course	14	74%	11	3	14		14			2
		Repeat same course	1	5%	1		1		1			
		Transferred other course	2	11%	2		2		2			1
		Was not retained	2	10%	2		2		2			
TSM Music	11	Progressed same course	9	82%	7	2	9		9			1
		Repeat same course	1	9%	1		1		1			
		Transferred other course	1	9%	1		1		1			
		Was not retained										
TSM Philosophy	33	Progressed same course	26	79%	14	12	24	2	26		2	3
		Repeat same course										
		Transferred other course	4	12%	1	3	4		4			
		Was not retained	3	9%	2	1	3		3		1	1
TSM Psychology	15	Progressed same course	12	80%	9	3	10	2	12			
		Repeat same course										
		Transferred other course	2	13%	1	1	2		2			
		Was not retained	1	7%		1	1		1		1	
TSM Russian	9	Progressed same course	7	78%	4	3	7		7			1
		Repeat same course	2	22%	1	1	2		2			
		Transferred other course										
		Was not retained										
TSM Sociology	50	Progressed same course	44	88%	35	9	41	3	44		1	4
		Repeat same course										
		Transferred other course	1	2%	1		1		1			
		Was not retained	5	10%	4	1	5		5			1

Course	Total on Course	Outcome	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
			No.	%	F	M	EU	NEU	FT	PT		
TSM Spanish	37	Progressed same course	30	81%	25	5	29	1	30			3
		Repeat same course	1	3%		1	1		1			1
		Transferred other course	2	5%	2		2		2			
		Was not retained	4	11%	4		4		4			1
TSM World Religions and Theology	12	Progressed same course	11	92%	8	3	10	1	11			1
		Repeat same course										
		Transferred other course										
		Was not retained	1	8%	1		1		1			
Grand Total	664		664	100%	**458**	**206**	624	40	**664**	0	30	74
Grand Total FTE[13]	**332**		**332**		**229**	**103**	**312**	**20**	**332**		**15**	**37**

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[13] As each student in TSM takes two subjects, the total across all subjects (664) is double the actual number of students taking TSM (332).

Table 3. New Entrant Progression and Retention for Programmes in Faculty of Engineering, Mathematics and Science

School	Course	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
		No.	%	F	M	EU	NEU	FT	PT	Y	Y
Chemistry	**Medicinal Chemistry**	**24**	**--**	**17**	**7**	**24**	**0**	**24**	**0**	**0**	**4**
	Progressed same course	20	83%	14	6	20	0	20	0	0	3
	Repeat same course	1	4%	0	1	1	0	1	0	0	0
	Transferred other course	1	4%	1	0	1	0	1	0	0	1
	Was not retained	2	8%	2	0	2	0	2	0	0	0
Computer Science and Statistics	**Computer Science**	**90**	**--**	**17**	**73**	**86**	**4**	**90**	**0**	**1**	**10**
	Progressed same course	87	97%	17	70	83	4	87	0	1	10
	Repeat same course	2	2%	0	2	2	0	2	0	0	0
	Transferred other course	0	0%	0	0	0	0	0	0	0	0
	Was not retained	1	1%	0	1	1	0	1	0	0	0
	MSISS	**24**	**--**	**11**	**13**	**23**	**1**	**24**	**0**	**0**	**4**
	Progressed same course	24	100%	11	13	23	1	24	0	0	4
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	0	0%	0	0	0	0	0	0	0	0
	Was not retained	0	0%	0	0	0	0	0	0	0	0
Engineering	**Engineering**	**161**	**--**	**45**	**116**	**159**	**2**	**161**	**0**	**4**	**19**
	Progressed same course	156	97%	42	114	154	2	156	0	4	17
	Repeat same course	3	2%	3	0	3	0	3	0	0	2
	Transferred other course	0	0%	0	0	0	0	0	0	0	0
	Was not retained	2	1%	0	2	2	0	2	0	0	0
	Engineering with Management	**19**	**--**	**7**	**12**	**19**	**0**	**19**	**0**	**0**	**1**
	Progressed same course	16	84%	5	11	16	0	16	0	0	1
	Repeat same course	3	16%	2	1	3	0	3	0	0	0
	Transferred other course	0	0%	0	0	0	0	0	0	0	0
	Was not retained	0	0%	0	0	0	0	0	0	0	0

School	Course	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
		No.	%	F	M	EU	NEU	FT	PT	Y	Y
Genetics and Microbiology	**Human Genetics**	**16**	**--**	**10**	**6**	**15**	**1**	**16**	**0**	**0**	**6**
	Progressed same course	16	100%	10	6	15	1	16	0	0	6
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	0	0%	0	0	0	0	0	0	0	0
	Was not retained	0	0%	0	0	0	0	0	0	0	0
Mathematics	**Mathematics**	**25**	**--**	**3**	**22**	**25**	**0**	**25**	**0**	**1**	**2**
	Progressed same course	21	84%	3	18	21	0	21	0	1	2
	Repeat same course	2	8%	0	2	2	0	2	0	0	0
	Transferred other course	1	4%	0	1	1	0	1	0	0	0
	Was not retained	1	4%	0	1	1	0	1	0	0	0
Natural Sciences	**Earth Sciences**	**16**	**--**	**8**	**8**	**16**	**0**	**16**	**0**	**1**	**0**
	Progressed same course	15	94%	7	8	15	0	15	0	1	0
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	1	6%	1	0	1	0	1	0	0	0
	Was not retained	0	0%	0	0	0	0	0	0	0	0
Physics	**Theoretical Physics**	**36**	**--**	**6**	**30**	**35**	**1**	**36**	**0**	**0**	**5**
	Progressed same course	27	75%	5	22	27	0	27	0	0	4
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	8	22%	1	7	8	0	8	0	0	1
	Was not retained	1	3%	0	1	0	1	1	0	0	0
Multi-School	**Chemistry with Molecular Modelling**	**4**	**--**	**2**	**2**	**4**	**0**	**4**	**0**	**0**	**0**
	Progressed same course	2	50%	1	1	2	0	2	0	0	0
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	2	50%	1	1	2	0	2	0	0	0
	Was not retained	0	0%	0	0	0	0	0	0	0	0

School	Course	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
		No.	%	F	M	EU	NEU	FT	PT	Y	Y
	NPCAM	**23**	**--**	**5**	**18**	**23**	**0**	**23**	**0**	**1**	**3**
	Progressed same course	20	87%	4	16	20	0	20	0	1	3
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	1	4%	0	1	1	0	1	0	0	0
	Was not retained	2	9%	1	1	2	0	2	0	0	0
	Science	**320**	**--**	**183**	**137**	**310**	**10**	**320**	**0**	**14**	**54**
	Progressed same course	280	88%	159	121	273	7	280	0	12	41
	Repeat same course	11	3.4%	5	6	10	1	11	0	0	7
	Transferred other course	8	2.5%	6	2	8	0	8	0	0	1
	Was not retained	21	7%	13	8	19	2	21	0	2	5
Grand Total		**758**		**314**	**444**	**739**	**19**	**758**	**0**	**22**	**108**

Table 4. New Entrant Progression and Retention for Programmes in Faculty of Health Sciences

Faculty Health Science	Total on Course	Outcome	Progression Total		Gender		Fee Status		Attendance		Mature	Access
			Total	%	Female	Male	EU	NEU	FT	PT		
Children's and General Nursing	19	Progressed same course	17	89%	16	1	17		17	0	4	2
		Repeat same course								0		
		Transferred other course								0		
		Was not retained	2		2		2		2	0	1	
Dental Hygiene	4	Progressed same course	3	75%	3		3		3	0	2	
		Repeat same course								0		
		Transferred other course								0		
		Was not retained	1		1		1		1	0		
Dental Nursing	22	Progressed same course	20	91%	20		20		20	0	3	5
		Repeat same course								0		
		Transferred other course								0		
		Was not retained	2			2	2		2	0		
Dental Science	44	Progressed same course	39	89%	23	16	24	15	39	0	2	4
		Repeat same course	2		2		1	1	2	0		
		Transferred other course								0		
		Was not retained	3		3		3		3	0		1
Dental Technology	4	Progressed same course	3	75%	3		3		3	0		
		Repeat same course								0		
		Transferred other course								0		
		Was not retained	1		1		1		1	0		

Faculty Health Science	Total on Course	Outcome	Progression Total		Gender		Fee Status		Attendance		Mature	Access
			Total	%	Female	Male	EU	NEU	FT	PT		
Human Nutrition and Dietetics (Joint Degree)	23	Progressed same course	23	100%	21	2	23		23	0	2	
		Repeat same course								0		
		Transferred other course								0		
		Was not retained								0		
Medicine	152	Progressed same course	148	97%	89	59	93	55	148	0	13	13
		Repeat same course								0		
		Transferred other course	1			1	1		1	0		
		Was not retained	3		2	1	1	2	3	0	3	
Midwifery	37	Progressed same course	37	100%	37		37		37	0	14	4
		Repeat same course								0		
		Transferred other course								0		
		Was not retained								0		
Nursing	199	Progressed same course	188	94%	174	14	188		188	0	41	33
		Repeat same course								0		
		Transferred other course								0		
		Was not retained	11		9	2	11		11	0	1	4
Occupational Therapy	38	Progressed same course	36	95%	34	2	35	1	36	0	2	6
		Repeat same course								0		
		Transferred other course	1		1		1		1	0		
		Was not retained	1		1		1		1	0		

Faculty Health Science	Total on Course	Outcome	Progression Total		Gender		Fee Status		Attendance		Mature	Access
			Total	%	Female	Male	EU	NEU	FT	PT		
Pharmacy	61	Progressed same course	58	95%	35	23	56	2	58	0	3	14
		Repeat same course	1		1		1		1	0		
		Transferred other course								0		
		Was not retained	2		1	1	2		2	0		
Physiotherapy	43	Progressed same course	41	95%	30	11	39	2	41	0		6
		Repeat same course								0		
		Transferred other course	1		1		1		1	0		
		Was not retained	1		1		1		1	0		1
Radiation Therapy	29	Progressed same course	28	97%	24	4	27	1	28	0		5
		Repeat same course								0		
		Transferred other course								0		
		Was not retained	1		1		1		1	0		1
Grand Total	675		675		536	139	596	79	675	0	91	99

Table 5. New Entrant Progression and Retention for Multi-Faculty Programmes

School	Course	Progression Totals		Gender		Fee Status		Attendance		Mature	Access
		No.	%	F	M	EU	NEU	FT	PT	Y	Y
Multi-Faculty	**Computer Science and Business**	**23**	--	**6**	**17**	**22**	**1**	**23**	**0**	**0**	**3**
	Progressed same course	23	100%	6	17	22	1	23	0	0	3
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	0	0%	0	0	0	0	0	0	0	0
	Was not retained	0	0%	0	0	0	0	0	0	0	0
	Computer Science and Language	**20**	--	**9**	**11**	**20**	**0**	**20**	**0**	**0**	**2**
	Progressed same course	15	75%	8	7	15	0	15	0	0	1
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	2	10%	1	1	2	0	2	0	0	1
	Was not retained	3	15%	0	3	3	0	3	0	0	0
	Political Science and Geography	**17**	--	**14**	**3**	**16**	**1**	**17**	**0**	**0**	2
	Progressed same course	14	82%	11	3	14	0	14	0	0	2
	Repeat same course	0	0%	0	0	0	0	0	0	0	0
	Transferred other course	0	0%	0	0	0	0	0	0	0	0
	Was not retained	3	18%	3	0	2	1	3	0	0	0
	Human Health and Disease	**28**		**20**	**8**	**28**		**28**			**5**
	Progressed same course	24	86%	16	8	24		24			5
	Repeat same course										
	Transferred other course	3	11%	3		3		3			
	Was not retained	1	3%	1		1		1			
Grand Total	--	**88**		**49**	**39**	**86**	**2**	**88**	**0**	**0**	**12**

Table G10: Junior Freshmen 'full-time' degree students successfully completing the year 2016/17

Faculty	Course	Total % Pass	Total no. of students	No. who passed
FAHSS	Acting	100%	11	11
	Ancient & Medieval History & Culture	100%	14	14
	Bachelor in Business Studies	100%	35	35
	Business Studies and French	100%	11	11
	Business Studies and German	88%	17	15
	Business Studies and Polish	100%	5	5
	Business Studies and Russian	80%	5	4
	Business Studies and Spanish	100%	9	9
	Catholic Theological Studies	100%	3	3
	Classics	89%	9	8
	Clinical Speech and Language Studies	100%	31	31
	Deaf Studies	100%	9	9
	Drama and Theatre Studies	93%	15	14
	Early and Modern Irish	100%	1	1
	Economic and Social Studies	93%	244	228
	English Studies	100%	39	39
	European Studies	100%	46	46
	History	97%	37	36
	History and Political Science	91%	23	21
	Law	98%	85	83
	Law and Business	100%	22	22
	Law and French	100%	18	18
	Law and German	93%	14	13
	Law and Political Science	90%	21	19
	Music	100%	16	16
	Music Education	100%	9	9
	Philosophy	94%	18	17
	Philosophy, Political Science, Economics and Sociology	91%	35	32
	Psychology	92%	24	22
	Social Studies	95%	39	37
	Sociology and Social Policy	94%	18	17
	World Religions & Theology	67%	3	2
	Average across AHSS FT Degree Courses		**886**	**847**
FEMS	Chemistry with Molecular Modelling	100%	4	4
	Computer Science	97%	90	87
	Earth Sciences	94%	16	15
	Engineering	98%	161	157
	Engineering with Management	84%	19	16
	Human Genetics	100%	16	16
	Management Science and Information Systems	100%	24	24

Faculty	Course	Total % Pass	Total no. of students	No. who passed
FEMS (cont.)	Mathematics	84%	25	21
	Medicinal Chemistry	92%	24	22
	Nanoscience, Physics and Chemistry of Advanced Materials	87%	23	20
	Theoretical Physics	97%	36	35
	Science	91%	320	292
	Average across FEMS FT Degree Courses	**94%**	**758**	**709**
HS	Children's and General Nursing	89%	19	17
	Dental Science	91%	44	40
	Dental Technology	75%	4	3
	Human Nutrition and Dietetics (Joint)	100%	23	23
	Medicine	99%	152	150
	Midwifery	100%	37	37
	Nursing	97%	199	193
	Occupational Therapy	100%	38	38
	Pharmacy	98%	61	60
	Physiotherapy	95%	43	41
	Radiation Therapy	97%	29	28
	Average across HS FT Degree Courses	**97%**	**649**	**630**
MF	Computer Science and a Language	80%	20	16
	Computer Science and Business	100%	23	23
	Human Health and Disease	100%	28	28
	Political Science and Geography	94%	17	16
	Average across MF FT Degree Courses	**94%**	**88**	**83**
TSM	Two Subject Moderatorship (TSM combination data)		342	
	Average across TSM FT Degree Courses	**92%**	**332**	**305**
All	**College Average across FT Degree Courses**	**95%**	**2713**	**2574**