

Senior Lecturer/Dean of Undergraduate Studies

Annual Report

Academic Year 2017-18

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Executive Summary

This 2017-18 Senior Lecturer's Report draws from the second Annual Report of the Academic Registry (AR), 2017-18 and additional information provided on request from AR.

The report is presented in three parts; the first presents an overview of developments from 2017/18, the second focusses on Admissions and the composition of the undergraduate student body, and the third details issues relating to progression and the student lifecycle. All tables and figures have been provided by the AR and are reproduced in the Appendices for convenience.

The main themes and trends presented in this report are outlined below.

Part I Overview of Developments: 2017-2018

In 2017/18 Trinity developed a strategic partnership agreement with Columbia University for dual degree programmes, and developed an articulation agreement with the University of Science and Technology Beijing. The relationship with Thapar University is progressing well with 41 students entering the programme in 2017/18. These are positive initiatives and there is clearly scope for similar developments in the future.

Much of 2017/18 was devoted to the Trinity Education Programme (TEP) and saw several new policies approved. In addition a B.A. in Religion and four dual degree B.A. programmes were approved.

Part II Admissions

The Trinity undergraduate student population has continued to grow and diversify with 62.9% of growth attributed to non-EU students in 2017/18. This diversification of the student body can be attributed to the efforts of the Global Relations Office (GRO) in recruiting non-EU students and the new international partnership agreements developed by Trinity over the last number of years, such as the dual degree programmes with Columbia University, the partnership agreement with Thapar University, and the International Foundation Programme (IFP) offered through Marino Institute of Education (MIE).

Additional posts within the GRO and the implementation of the Global Relations Strategy (GRS 3), launched in February 2019, will provide the opportunity for further student recruitment from EU and non-EU countries over the coming years. Future Senior Lecturer Reports will continue to monitor and review student numbers and the diversification of the undergraduate student population.

Enrolment of students from Northern Ireland (NI) in Trinity programmes continues to be a challenge, and the implications of Brexit present a further challenge. While applications increased from NI in 2017/18, the conversion of offers to acceptances has remained low (36%). At the time of writing this report the continuation of the NI Feasibility Study is under consideration, and Council will be invited to make a decision on this shortly.

Twenty-four (24) percent of new entrants to Trinity were through alternative admissions routes such as the TAP Foundation Courses for Mature Students and Young Adults, and the DARE and HEAR schemes. In 2017 Trinity was close to achieving its objective of 25% of under-represented groups registered on undergraduate programmes. New Further Education and Training (FET) entry routes approved by Council (January 2019) will further widen participation. In addition, the establishment of the Widening Participation Group (first meeting held in April 2019) will help develop a College-wide approach to widening access to Trinity.

Part III Student Lifecycle Post-Admission

There were 2,939 new entrants to Trinity in 2017/18 as of 27 February 2019. A retention rate of 96% was achieved in 2017/18. There is a need to follow-up on students who do not remain in Trinity (4%) in order to develop and implement tailored and timely interventions to support such students to remain in education.

The number of students achieving Gold Medals in 2017/18 was 125 representing a small decrease from 2016/17 (139). Of the 125 Gold Medals awarded in 2017/18, 65 were awarded to males and 60 to females representing a relatively even distribution across gender (52% vs 48%) (refer to Table E20 in the AR Annual Report, pg. 54). A higher percentage of males (57%) were awarded Gold Medals in 2016/17.

In April 2018 Council approved Gold Medals to be awarded on the basis of the final overall degree award calculated on a 30/70 basis over the final two years. This change will come into effect for the new entrant cohort in 2018/19 for Trinity Education Programme (TEP) Phase 1 programmes (Science, Engineering, Engineering with Management, Clinical Speech and Language Studies and Health Sciences programmes) and for the new entrant cohort in 2019/20 for TEP Phase 2 programmes (all other undergraduate programmes). It will take some years before the impact of this change is seen.

The AR Report highlights a downward trend in the number of appeals heard by the Court of First Appeals at supplementals from 180 in 2015/16 to 158 in 2016/17 and 148 in 2017/18. This has been achieved through the introduction of a number of measures approved by Council in January 2016 and future Senior Lecturer reports will continue to report on this trend.

In 2017/18 there were 76,012 examination sittings organised representing a 3.6% increase from the previous year (73,377). It is anticipated that the new Trinity Assessment Framework, which emphasises fewer and more diverse assessments, and a programme view of assessment will in time, lead to a reduction in the number of examination sittings.

Part I: Overview of Developments: 2017-2018

1 Overview of Developments 2017/18

A number of developments took place during 2017/18 and these are presented below under 'Partnership Agreements', the 'Trinity Education Project', 'Policies', 'Course Developments' and 'Further Education & Training Entry Routes'.

1.1 Partnership Agreements

Partnership Agreements with Columbia University and the University of Science and Technology Beijing were developed in 2017/18. Forty-one (41) students from Thapar University entered the programme (Engineering) in 2017/18.

Columbia University

In October 2017 dual degree programmes offered by Trinity and Columbia University were approved in four areas, English Studies, European Studies, History, and Middle Eastern and European Languages and Cultures. These were cemented by the signing, in February 2018, of a strategic partnership agreement for dual B.A. programmes between Trinity and Columbia University. The partnership provides students from all over the world the opportunity to study in two globally-renowned universities. Students spend their first two years at Trinity and complete their final two years in Columbia in addition to completing a further 60 ECTS of modules at the sophister level for Trinity. This structure provides for degrees to be awarded by both Trinity and Columbia following successful completion of 300 ECTS. The first cohorts commenced their studies in September 2018.

In 2018/19 the first full cohort of Columbia students (38) were enrolled on the dual degree programme with 13 students taking European Studies, 11 students taking MEELC, 7 students taking History and 7 students taking English. Further dual degree programmes with Columbia University are proposed for 2020/21 and information on these will be provided in future versions of the Senior Lecturer's Annual Report.

University of Science and Technology Beijing

In March 2018, an articulation agreement between Trinity and University of Science and Technology Beijing (USTB) was approved by Council. Through the Agreement, the School of Physics sought to increase the number of international students from 1 to 2 per year to 10 per year. The agreement will apply initially to the Moderatorship in Physics with the first intake of students into Trinity expected in September 2019.

Thapar University

Under the partnership agreement with Thapar University students meeting the required academic requirements complete the first two years at Thapar University before transferring to Trinity for years 3 and 4 of the Engineering degree programme. On completion of the programme students are awarded a degree from Trinity. In 2016/17 eight students arrived in Trinity for the pilot phase

of the programme. 2017/18 was the first year of the programme, and saw 41 students entering the third year of Trinity Engineering.

1.2 Trinity Education Project

The Trinity Education Project (TEP) was one of the goals of the University's Strategic Plan 2014-2019 to renew the Trinity Education. The key features of TEP include:

- a university-wide set of graduate attributes,
- a new programme architecture, including a new joint honors structure,
- a new approach to assessment,
- a capstone or independent research project,
- a new academic year structure,
- revised progression and award regulations, and
- the creation of open modules and Trinity Electives.

In 2017/18 modules were defined in terms of 5, 10, and 20 credit weightings.

Implementation of TEP continued in 2018/19 in Phase 1 programmes (with some elements, e.g. new academic year structure and the progression and awards regulations, applying to all programmes) and will continue with the introduction of Phase 2 programmes from 2019/20. The Senior Lecturer's Annual Report 2018/19 will provide an update on the implementation of TEP.

1.3 Policies

In the 2017/18 academic year, the following policies were considered and recommended by USC and subsequently approved by Council:

- a Fitness to Study Policy,
- a Reasonable Accommodation Policy for Students with Disabilities,
- a Programme Handbook Policy and,
- a revised version of the External Examiners Policy.

1.4 Course Developments

There were a number of new courses approved in 2017/18 and these were:

- the B.A. in Religion
- dual B.A. programmes in partnership with Columbia University in:
 - English Studies
 - European Studies
 - History
 - Middle Eastern and European Languages
- validated Bachelor in Education through Irish language, delivered by Marino Institute of Education

1.5 Further Education and Training (FET) Entry Routes

Considerable work was carried out in 2017/18 for new FET entry routes and new entry routes were approved in 2018/19, which may lead to a greater diversification of the student body. These include new FET entry routes for candidates from FET cognate courses into Law, Global Business, and BESS; and approval of Maths for STEM, as a Higher Leaving Certificate equivalent for the purpose of alternative entry routes by the School of Mathematics, the School of Engineering and the School of Computer Science and Statistics.

Part II: Admissions

2 Composition of the undergraduate student body

In 2017/18 there were 13,087 registered students on undergraduate programmes in Trinity, an increase of 1.2% on 2016/17 (12,739 students). Non-EU students accounted for 1,539 undergraduate students in 2017/18 and 1,324 students in 2016/17. The sections below present a profile of the undergraduate student population including, Non-EU and EU students, Northern Ireland admissions, and students entering Trinity through alternative access routes.

2.1 Non-EU Undergraduate Students

There is an increase in the number of non-EU undergraduate students from 2015/16 to 2017/18 (see Appendix X: Figure B1 Comparative Analysis of Composition of TCD Student Body 2017/18 vs 2016-17 vs 2015/16 by headcount). The percentage of non-EU students of the total undergraduate student population has increased from 9.89% in 2015/16 to 10.39% in 2016/17 and 11.76% in 2017/18.

Examining Figure B1 we can see there is a 22% increase in the number of Non-EU undergraduate students from 2015/16 to 2017/18, with a 16.24% increase in numbers from 2016/17 to 2017/18. This is likely to be attributed to the 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 and dual degrees.

Looking at year 1 undergraduate registrations over the same period (see Appendix III: Table A4 Total Undergraduate Year 1 Registrations 2017/18-2014/15), it is possible to see an increase in the number of non-EU registered students in programmes in the AHSS (an increase of 69), EMS (an increase of 25) faculties, and in multi-faculty (an increase of 28) programmes (visiting, full undergraduate degree, validated degree) from 2016-17 to 2017-18. There is a slight decrease for HS from 79 in 2016-17 to 77 in 2017-18.

During 2017-18 Council approved (i) Trinity-Columbia Dual Degree programmes in European Studies, History, English Studies and Middle Eastern and European Languages and Cultures (Michaelmas term 2017); (ii) changes to the Double Diploma programme (Engineering) for inbound INSA students to Masters Level leading to an MAI (St) award from 2018/19 (November 2017), which resulted in a change in INSA inbound students' status to fourth year, to allow candidates receive the MAI (St) award on successful completion of two years at Trinity; and (iii) a proposal for an articulation agreement between TCD and USTB.

The International Foundation Programme (IFP) ¹, is delivered by Marino Institute of Education and validated by Trinity. The IFP had its first intake in 2016/17 and 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. 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, 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 began in 2016/17.

In 2017/18 admissions were managed by MIE for the first time with support from the Trinity Global Relations Office (GRO) and the IFP recruitment team. MIE processed 180 applications (an 84% increase from 2016/17) from more than 40 countries resulting in 96 offers being made. This led to 50 registrations with representation from 11 countries with 20 students coming from China and Kuwait. Of the 50 registrations, 23 were male and 27 female (reference: Trinity IFP Annual Report, 2017/18).

Of the 45 students who sat the final examinations 36 met the requirements for undergraduate study in Trinity, and of these, 29 registered. Thirty-four percent (34%) of the participants joined programmes in Pathway A (AHSS) and 66% joined Pathway B (FEMS and HS).

The recruitment targets were met and exceeded by 25% and the AR Report forecasts a 76% increase in students being admitted to Trinity in 2018. This increase can be attributed to the efforts of the IFP programme team and the Global Relations Office (GRO) in recruiting students for the programme.

2.2 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 with a slight increase in numbers for 2017/18. In 2017-18 there were 3,522 year 1 EU students registered. This compares with 3,388 students in 2016-17, 3,410 in 2015-16 and 3,453 in 2014-15 (see Appendix III: Table A4, Total Undergraduate Year 1 Registrations 2017/18 to 2014/15).

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 2017 as in 2013 (see Appendix II: Figure A2, Proportion of CAO Applicants to the University Sector (incl. DIT), 2017-2013). This stability is also apparent across other universities. Likewise, the ratio of applications to quota and of eligible applications to quota has remained

¹ 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).

stable over the last three admission cycles, as has the ratio of first preference applications and eligible first preference applications to quota (see Appendix VII: Table A17 Ratio of total and eligible CAO applications to quota for 2017, 2016, 2015). In 2017, there was little change in the number of first preference applications, 8,213 compared to 8,200 in 2016 (reference Table B4 in the AR Report, 2017/18, pg. 15). Similarly, there was little change in the number of overall applications from 2016 (40,790) to 2017 (40,732).

2.3 Demographic Breakdown of EU applicants and entrants

Looking specifically at the profile of applicants to Trinity through the CAO, in 2017-18, 89.2% of all CAO applicants were from the island of Ireland (see Appendix VIII: Table A21 Full Breakdown of CAO Applications to Trinity, by Province/County, 2017). Other EU applicants (incorporating Britain) and non-EU students applying through the CAO constitute 10.7% of all CAO applicants. 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 2017-18, i.e., 72%, are from Dublin and Leinster. Again, previous Senior Lecturer's Annual Reports 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: 77% are from Dublin and Leinster (see Appendix IX: Table A33 Distribution of 2017/18 Undergraduate New Entrants by Province and County) representing only a minimal change from the previous year (79% in 2016-17, 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. Additional student recruitment posts coming on stream in 2019 should allow for renewed focus on EU recruitment and increased capacity to engage, on a sustained basis, with schools across the country.

2.4 Northern Ireland Admissions

The number of applicants from Northern Ireland increased each year over the period 2014/15 to 2017/18 with an overall increase of 60%. 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 NIEP involved significant engagement with schools in Northern Ireland, attendance at fairs, and the introduction of the Feasibility Study in 2014.²

² 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

Since the launch of NIEP, a recalibration of the conversion system for A-levels has been implemented at sectoral level. This new system came into force for A-level applicants seeking to enter any HEI in 2016-17.

The total number of NI applicants rose from 928 in 2016/17 to 964 in 2017/18 (reference AR Annual Report 2017/18, pg. 20). Of the 964, 263 applied via the NI Feasibility Study and 701 via the standard route. The number of offers made to NI Feasibility Study students has almost doubled from 2016/17 to 2017/18 (see Table A9 inserted below), though the conversion of offers to acceptances remains low at 49% in 2017, from 48% in 2016.

The conversion of total acceptances to registrations increased from 71% in 2016 to 91% in 2017 which is the highest it has been since 2012/13. The conversion of acceptances to registrations for the NI Feasibility Study increased from 83% in 2016/17 to 90% in 2017.

Table A9 (Appendix VI). In the AR report this is referenced as Table B9.

Year	NI Applications to Trinity*	Trinity Offers made to NI students	Acceptances
2017-18	701 (standard) 263 (Feasibility study) 964 (Total)	207 (standard) 81 (Feasibility study) 288 (Total)	65 (standard) (31%) 40 (Feasibility study) (49%) 105 (Total) (36%)
2016-17	731 (standard) 197 (Feasibility study) 928 (total)	197 (standard) 48 (Feasibility study) 245 (Total)	79 (standard) (40%) 23 (Feasibility study) (48%) 102 (Total) (42%)
2015-16	543 (standard) 211 (Feasibility study) 754 (total)	176 (standard) 68 (Feasibility study) 244 (Total)	74 (standard) (42%) 33 (Feasibility study) (48%) 107 (Total) 44%

*The breakdown of applications between the Feasibility study and standard routes has been inserted by TT&L from data received from the AR

Improving the conversion of offers to acceptances and registrations is clearly one of the key challenges for NIEP. Unlike UK universities, Trinity is not in a position to make conditional offers to applicants; however, the College can explore ways in which it can engage with applicants post-CAO submission, especially coming up to the change of mind deadline. This can be achieved through the use of 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 achieve the 8% target, a more integrated and better resourced engagement campaign, which draws on the lessons of non-EU recruitment, should be considered. There is an urgency in adequately resourcing the engagement campaign given the new challenges presented by Brexit in recruiting NI students.

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.

2017-18 was the third year of the NI Feasibility Study. Whilst it clearly cannot continue indefinitely, it sends out a clear message as to Trinity's commitment to the objective of attracting a significantly higher number of students from NI to Trinity and supports the reengagement with NI schools. Over the coming years it will be important to monitor the impact of the recalibration of the A-level scoring scheme as a way of determining whether it has helped to address any issues of inequity that may exist in the conversion of A-level grades to points. Council will deliberate on the future of the Study before the end of the 2018/19 academic year.

Undoubtedly, the biggest challenge to increasing NI applications is the uncertainty around Brexit. As negotiations around Brexit progress, the levels of uncertainty on the long term fee status of NI applicants will impact on recruitment. The Department of Education and Skills has given assurances that all UK entrants in 2018 and again in 2019, 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 three days before the initial closing date for CAO applications.

2.5 Alternative access routes and widening participation

There are a number of successful alternative access routes for widening participation groups such as HEAR, DARE³, CDET B FET⁴ 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 2017/18 (see Appendix IV) indicate that 24.2% of UG new entrants enter Trinity via Alternative Admission Routes. This is slightly down from 2016/17 (25.2%). There is a need for data to be gathered centrally (SITS) in order to get a clearer and more accurate picture of students entering through alternative routes and their progression. Such data is required to fulfil HEA requirements in monitoring national objectives on access and participation. In short, there needs to be a reconciliation of the various data sources to ensure we have a definitive baseline for alternative access reports.

³ 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.

⁴ Further Education via the City of Dublin Education and Training Board

Similarly, since 2007, all publicly funded Higher Education Institutions (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 (MSO) and the Disability Service (DS) 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 DS.

Whilst the College's Strategic Plan has set a 25% 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.

The establishment of a Widening Participation Group (WPG) as a sub-committee of USC was approved by USC in January 2019. The WPG will replace the TAP Steering Committee, and represents a more formal structure than the previous Widening Participation Working Group, which had been established as an interim structure. The WPG will represent a wider cohort of underrepresented students, including students with a disability and mature students. The first meeting of this Group will be held on the 1st April 2019.

Until recently QQI/FET routes to Trinity were limited to courses in the Faculty of AHSS, nursing courses within the Faculty of Health Sciences; and Science within the Faculty of EMS. There has been an attempt by College to widen the range of progression routes from further education to Trinity courses, particularly in STEM subjects. Council recently approved (January 2019) FET entry routes for candidates from FET cognate courses into Law, Global Business, and BESS to commence in 2019/20. In addition, Maths for STEM was approved as a Higher Leaving Certificate equivalent for the purpose of alternative entry routes by the School of Mathematics, the School of Engineering and the School of Computer Science and Statistics (also January 2019). Traditionally one of the barriers to pathways into STEM courses has been the Mathematics requirement; the establishment of STEM for Maths should help to address this.

2.6 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). In 2017/18, 24 students were admitted: Law (10), History (10), Ancient and Medieval History and Culture (4). This student number is the same for 2016/17 while 21 students were admitted in 2015/16 (see Appendix VI: Table A8 Trinity Admissions Feasibility Study 2017-2015). The number of applicants stood at 269 in 2017/18, compared with 238 in 2016/17 and 242 in 2015/16.

TAFS was set up to assist in the development of national policy by seeing if there is a fairer and better mechanism for admitting students to higher education using a range of assessments

(including the Leaving Certificate, RPR⁵ 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). Since its launch the study has worked well operationally and students have performed on a par with those entering by the standard admissions route (Report on the Trinity Admissions Feasibility Study 2018). However, caution is needed when interpreting the data due to the small size of the cohort and the limited number of programmes participating in TAFS (three in the Humanities).

It has been accepted that TAFS as a feasibility study cannot continue indefinitely. In June 2018 Council approved the extension of the TAFS for 2019/20 and the USC consideration of two options as the next step: option A, to compile a report on lessons learned to inform future admissions policies at institutional and/or national level and not take the admissions route any further in Trinity or, option B, to embed the admissions route presented by TAFS across more programmes in Trinity. The future of TAFS is currently under consideration.

2.7 Entrance Exhibition Awards

In 2017-18, 580 new entrants were awarded an Entrance Exhibition, having achieved a minimum points score of 552 in the Leaving Certificate or equivalent (reference AR Report, 2017/18, pg. 25). This compares with 447 awards in 2016/17.

The 2017-18 student cohort came from 245 different schools from 30 counties on the island of Ireland along with candidates from 14 EU countries and non-EU countries (Nepal, Pakistan and Russia) (refer to AR Report, 2017/18, pg. 25). Figure A5: Entrance Exhibition Awards by Faculty, 2017 (Appendix V) 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. It was argued that obtaining the minimum required points was more easily achievable in some types of school than others and, therefore, that the existing method may not have encouraged 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.⁶ The proposal also included the stipulation of a minimum points threshold, set at 500 points including

⁵ 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.

⁶ 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.

the bonus points for Mathematics. Students from the same school achieving the same points score will all get an Entrance Exhibition. The revised award criteria were introduced in 2018/19.

Part III: Student Lifecycle Post-Admission

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

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. Following the recommendation from the Senior Lecturer's Annual Report of 2016/17, the production and analysis of the progression and retention data has been conducted by AR (in previous years the analysis has been conducted by the Quality Office).

3.1 Undergraduate Student Retention Analysis

The Undergraduate Student Retention analysis has been conducted using the Higher Education Authority (HEA) 'new entrant' logic. The HEA define new entrants as 'undergraduate students entering third-level for the first time'. The focus is on first year new entrant students, entering Trinity in 2017/18 and their transition from Junior Freshman to Senior Freshman Year in 2018/19. The data snapshot was taken on the 27th February 2019.

General Overview

There were 3,264 new entrant students recorded on the SITS system, as at 27 February 2019. 325 students were removed from the analysis following data cleansing, leaving 2,939 students remaining (see Table G5 below).

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

Start	3264
Students entering TCD in years other than Junior Freshmen Year	-195
One Year Diploma	-51
Students off books	-48
Students off books assessment	-31
Final Total	2939

The distribution of new entrants across course type is outlined in Table G6 below.

Table G6: Programme selection of new entrant cohort

Course Type	Total
Bachelor	2628
Integrated	290
Diploma	21
Grand Total	2939

Progression and Retention Profile

Table G7 (a) presents the distribution of new entrant students across the three Trinity Faculties and Multi-Faculty /Multi-School programmes (including TSM) in 2017/18. Of note, is that no students were engaged in part-time study across Junior Fresh undergraduate programmes. Table G7 (b) below shows the outcome of the new entrant cohort admitted in September 2017, as at 27th February 2019.

Table G7 (a): New Entrant Students 2017/18 at a glance

Faculty	Totals	Female	Male	EU	NEU	Full-Time	Part-Time	Mature	Access
FAHSS	966	571	395	892	74	966	0	56	144
FEMS	833	333	500	794	39	833	0	12	127
FHS	748	578	170	669	79	748	0	115	119
MF/MS	392	238	154	370	22	392	0	10	44
Grand Total	2939	1720	1219	2725	214	2939	0	189	434

Table G7 (b) Outcomes for the new entrant cohort 2017/18

Faculty	Progressed to year 2	Repeat year 1	Transferred to another course	Not Retained	Grand Total				
FAHSS	877	91%	10	1%	41	4%	38	4%	966
FEMS	705	85%	34	4%	60	7%	34	4%	833
FHS	668	89%	27	4%	19	3%	34	5%	748
MF/MS	336	86%	6	2%	31	8%	19	5%	392
Grand Total	2586	88%	77	3%	151	5%	125	4%	2939

A 'retention rate' of 96% was achieved in 2017/18. Retention is defined as students who progressed (88%), repeated Year 1 (3%) and who transferred to another course within College (5%). A 'progression rate' of 88% was achieved from Year 1 to Year 2; this is less than the 90% target outlined in the College Strategic Plan 2014-2019.

Table G8 below presents progression rates by Faculty. AHSS had the highest intake of new entrants, and achieved a progression rate of 91%, the only Faculty to meet the strategic plan target of 90% in 2017/18. Two-Subject Moderatorship programmes had a progression rate of 84% (see Appendix XIX MultiFaculty including TSM programmes). These rates of progression are similar to 2016/17 (AHSS-90%; TSM-86%).

Table G8: Progression Profile by Faculty for New Entrant Students 2017/18

FHASS	FEMS	FHS	MF/MS	TCD Total
91%	85%	89%	86%	88%

FEMS had the second highest intake of new entrants and the lowest overall progression rate (85%), down from 90% in 2016/17 (see Appendix XX FEMS Programme Appendix Y and MultiFaculty). Of note, is that in previous years the Computer Science and a Language programme appeared in the Multi-Faculty Table (Appendix XIX, however it is coded as a FEMS programme in SITS and therefore has been included in Appendix XX). This factor in addition to four programmes with progression rates in the 60% and 70% range may have contributed to the lower overall progression rate for FEMS (see Appendix XX). Of note is the commencement of the new Undergraduate Science curriculum architecture in 2018/19, meaning that the programme profile will change for progression from 2018/19 to 2019/20.

FHS had the lowest number of new entrants and achieved a progression rate of 89% (see Appendix XXI: FHS Programmes). This outcome is less than achieved in 2016/17 (95%). Of note, is that in previous years the Human Health and Disease programme appeared in the Multi-Faculty Table (Appendix XIX), however it is coded as a FHS programme in SITS and therefore has been included in Appendix XXI. The FHS typically has a high rate of transfer between programmes in the faculty, 2.5% overall, but up to 4-6% in individual programmes.

Table G9 below provides further detail on those new entrants who were 'not retained' in College. The attrition rate was 4% (n=125), the attrition rate for male students (5%); non-EU students (6%); Mature (7%) and Access (5%) students is proportionally higher than that of the general student population (4%).

Table G9: Non retained New Entrant Student Profile

Faculty	Not Retained	Gender		Fee Status		Mode of Attendance		Mature	Access
		Female	Male	EU	NEU	Full-Time	Part-Time		
FHASS	38	19	19	32	6	38	0	6	3
FEMS	34	13	21	32	2	34	0	1	11
FHS	34	20	14	31	3	34	0	7	5
MF	19	10	9	18	1	19	0		1
Grand Total	125	62	63	113	12	125	0	14	20
% of intake cohort (ref Table G7(a))	4%	4%	5%	4%	6%	4%	0%	7%	5%

Table G10 (see Appendix XVII) identifies the progression data for students on ‘full-time degree courses’ (*2939 - 21 Diploma = 2918) that were successful in annual and supplementary examinations in 2017/18. College progression performance overall was 88%.

Although it is likely that a student who is not retained will leave before entering second year it would be valuable to have progression and completion data over four undergraduate years. With improvements in data capturing, future Senior Lecturer's Annual Reports will provide a more comprehensive picture of when the College is losing students and the types of students being lost. Such data can inform the development and implementation of tailored interventions to support students during their time in College, and hence lead to an improvement in student retention. It would be beneficial also that data on student retention maintained by TAP be kept centrally in SITS providing ‘one source of truth’ for all data.

3.2 Award Classifications

The AR Annual Report provides comparative data on the percentage of students achieving different award classifications (Degree award) in 2017-18 and 2016-17 respectively (see Appendix XIV: Table E14 Distribution of Grades achieved by Course at Undergraduate Degree Examination in 2017/18). However, data is 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.

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 will 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.

3.3 Gold Medals

The percentage of students achieving a Gold Medal as a proportion of the overall number of first class awards has increased from 2015/16 (17.5%) to 2017/18 (20.4%) though there has been a slight decrease in the percentage of students awarded Gold Medals from 2016/17 (22.8% of students) to 2017/18 (20.4% of students) (see Appendix XV: Table D12 Gold Medals awarded by Faculty, 2017/18 – 2015/16). 100 Gold Medals were awarded in 2015-16, 139 in 2016/17 and 125 in 2017-18. 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.

Previously programmes aligned to one of eight categories in determining the criteria for the award of a Gold Medal. Those categories 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 was not always immediately evident and required simplification. This has now occurred in the context of the new TEP progression and award regulations. Council approved (April 2018) that Gold Medals be awarded on the basis of the final overall degree award, calculated on a 30/70 basis over the final two years. This change will come into effect for the new entrant cohort in 2018/19 for TEP Phase 1 programmes and in 2019/20 for the new entrant cohort in TEP Phase 2 programmes. Two Models for the award of Gold Medals were also approved: Model 1, the overall degree mark only (with the overall degree mark set at 75% or above), and Model 2, an overall degree award mark (with the overall degree mark set at 75% or above), and a minimum of 70% in each named component of the degree award. Schools are required to confirm the choice of model for each undergraduate programme.

It is important to track how these changes impact on the proportion of Gold Medals awarded and their distribution across the three faculties.

3.4 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 regulations brings a great deal of complexity to the overall student case landscape. It also brings 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 increases the stakes for the decision maker in terms of trying to ensure equity, fairness and consistency in decision making. It is important that knowledge continues to be shared within the team, so as to maintain a 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. Following the supplemental period is one

such instance, when the Senior Lecturer/Dean of Undergraduate Studies and the Student Cases team review a very high volume of recommendations from Courts of First Appeal (148 in 2017/18, 158 in 2016-17; 180 in 2015-16) within a matter of days (see Appendix XVI: Table D20(a) Number of cases coming to Courts of First Appeal Committee).

A reduction in the number of appeals heard by Courts of First Appeal at supplementals over the last number of years 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 seek 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. 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 (see Appendix XI: Table D5: Breakdown of Examination Sittings), should also reduce pressure on Courts of Appeal and Academic Appeals.

3.5 Plagiarism

It is to be welcomed that the AR Annual Report provides data on the number of plagiarism cases in 2015-16, 2016-17 and for 2017-18. 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. The regulations 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. 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; and 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 was low (12), increasing to 45 in 2016-17 with a similar number of cases reported in 2017-18 (41). (see Appendix XIII: Table D9 Plagiarism Recorded on a Student Record by Course, 2015/16, 2016/17, 2017/18). The increase in 2016-17 was thought to have been due to recording and reporting practices becoming more embedded, and the 2017/18 data seems to support this conclusion. More data is required on this over the next number of years to establish if this is the case. As more years of data become available, it will be important to track the distribution of the levels of plagiarism across all years of a programme as a means of informing possible future revisions to the policy and/or to education of students in relation to academic integrity.

Having a robust plagiarism policy and clearly communicating the importance of academic integrity to students is essential in the context of introducing greater diversity in assessment types.

3.6 Examinations

The AR report records in Table E7 a Breakdown of Examination Sittings (see Appendix XI: for Table D5 provided by AR) that some 76,012 examination sittings were organised during the 2017/18 academic year, a 3.6% increase from the previous year (73,377). The majority of these sittings, 62,430 are 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 diverse 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 a 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 Academic Practice, and the development of resources and toolkits during 2017/18 and 2018/19 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.

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 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 number of years.

3.7 Foundation Scholarship

In 2017-18, 73 new Foundation and Non-Foundation Scholars were elected, compared with 55 in 2016-2017 and 51 in 2015-16 (see Appendix XII: Table D8: Number of Foundation and Non-Foundation Scholarships Awarded 2018, 2017, 2016). Of the Foundation and Non-Foundation Scholarships awarded, 38 were to females and 35 to males.

2017-18 was the third 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. Furthermore, to be eligible for Scholarships, 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.

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.

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 three years of data; however, it would be prudent to monitor the impact of the changes over time.

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 'Schol' 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 Trinity Curriculum landscape. It is important that Foundation Scholarship continues to evolve and to respond to the direction of curriculum reform.

Update on Key Recommendations from the Senior Lecturer's Annual Report 2016/17

The Senior Lecturer's Report 2016/17 made a number of recommendations relating to admissions, EU student recruitment and the need for a data gathering system to capture students' progression through College. The recommendations are presented below along with an update on progress made in relation to the implementation of these recommendations.

1. The establishment of an Admissions Strategy Committee with the objective to engage in evidence-based, integrated, admissions-related strategic planning.

Update:

Council did not approve the establishment of an Admissions Strategy Committee. The overview of student numbers and resources is the remit of the Planning Group.

2. An examination of resource provision for EU student recruitment with a view to increasing the geographical spread of applicants and enrolments from the island of Ireland, and the number of applicants and enrolments from the EU.

Update:

A new EU Student Recruitment Manager was appointed in September 2018. Further recruitment in this area is planned under the Global Relations Strategy (GRS 3) (commencing in September 2019). Additional posts within the Global Relations Office will allow for a further focus on the recruitment of students from Ireland and EU member states.

3. The development of a consistent and reliable data gathering system in SITS to ensure that all key institutional data, not least that which is requested annually by the HEA to feed into national statistics, is 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.

Update:

In 2017/18 progress was made on extracting data from SITS to facilitate standardised reporting across admissions, registration, assessment and progression.

Improvements continue with data constructs now available to AR re the student lifecycle. As a result, improved reporting has been piloted in the areas of direct admissions, registration, retention, equality and diversity. Further work is underway to make the reporting available 'on demand' to relevant users.

Appendices

Tables / Figures provided by Academic Registry

Appendix I

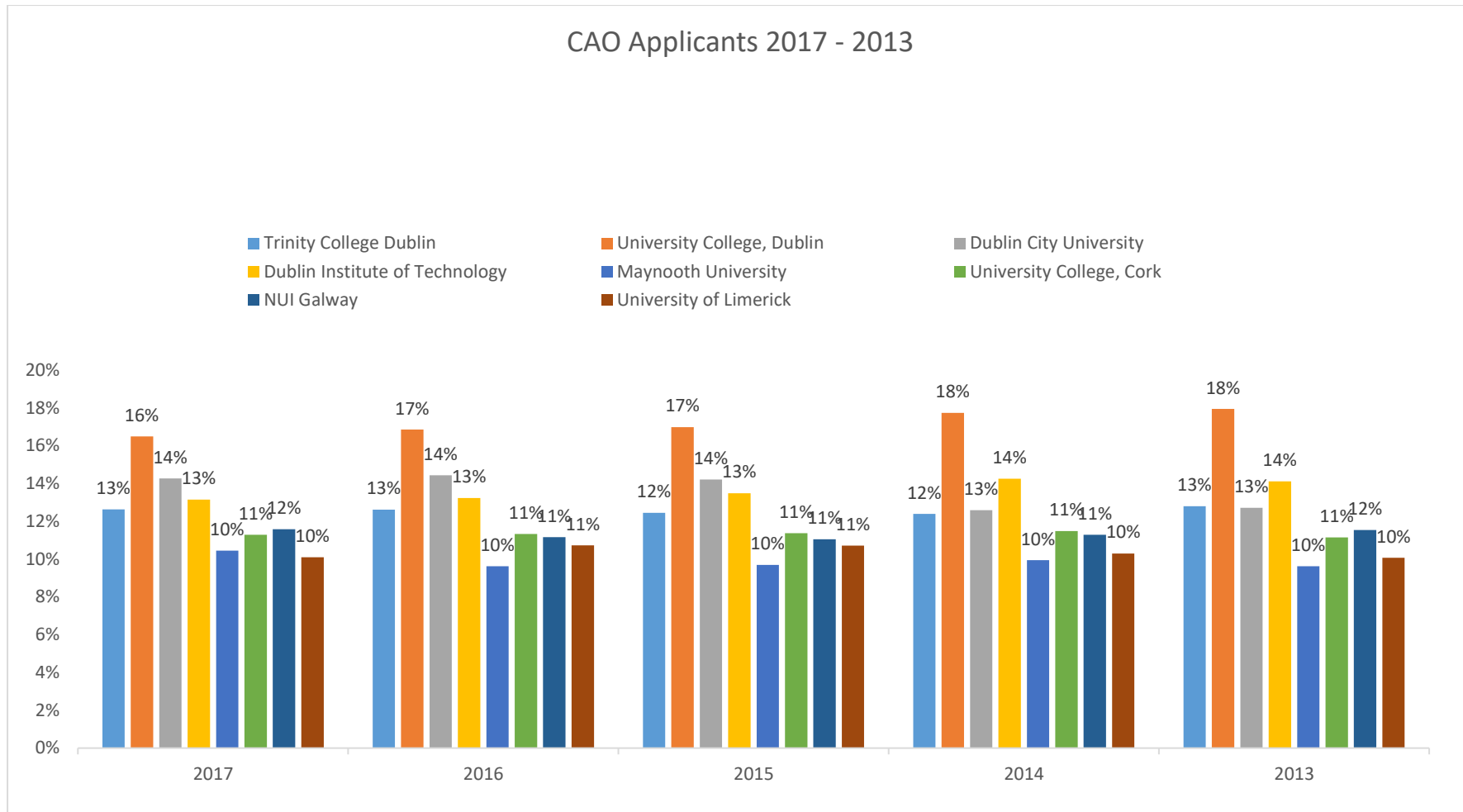
Table A2: Proportion of CAO Applicants to the University Sector (incl. DIT) 2017-2013

Number of Applicants					
	2017	2016	2015	2014	2013
Trinity College Dublin	18590	18541	18184	17819	18179
University College, Dublin	24268	24759	24805	25506	25478
Dublin City University	21006	21211	20746	18114	18061
Dublin Institute of Technology	19360	19439	19694	20497	20050
Maynooth University	15387	14134	14148	14299	13671
University College, Cork	16620	16638	16613	16516	15838
NUI Galway	17048	16403	16134	16229	16382
University of Limerick	14866	15759	15653	14814	14299
Total	147145	146884	145977	143794	141958

	2017	2016	2015	2014	2013
Trinity College Dublin	13%	13%	12%	12%	13%
University College, Dublin	16%	17%	17%	18%	18%
Dublin City University	14%	14%	14%	13%	13%
Dublin Institute of Technology	13%	13%	13%	14%	14%
Maynooth University	10%	10%	10%	10%	10%
University College, Cork	11%	11%	11%	11%	11%
NUI Galway	12%	11%	11%	11%	12%
University of Limerick	10%	11%	11%	10%	10%
	100%	100%	100%	100%	100%

Appendix II

Figure A2: Proportion of CAO Applicants to the University Sector (incl DIT), 2017 – 2013



Appendix III

Table A4: Total Undergraduate Year 1 Registrations 2017/18 to 2014/15

Faculty	Course Group	2017-18			2016-17			2015-16			2014-15		
		EU	Non EU	Total	EU	Non EU	Total	EU	Non EU	Total	EU	Non EU	Total
AHSS	UG	1016	83	1099	973	66	1039	968	47	1015	964	45	1009
	UG Validated	18	2	20	20	1	21	8		8	49		49
	UG Visiting	431	430	861	360	379	739	330	337	667	350	306	656
Total		1465	515	1980	1353	446	1799	1306	384	1690	1363	351	1714
EMS	UG	846	43	889	827	25	852	840	31	871	885	35	920
	UG Visiting	96	13	109	89	6	95	96	113	209	83	91	174
	Total	942	56	998	916	31	947	936	144	1080	968	126	1094
HS	UG	706	77	783	703	79	782	724	79	803	702	76	778
	Total	706	77	783	703	79	782	724	79	803	702	76	778
Multi Faculty	UG	407	25	432	414	25	439	409	18	427	419	18	437
	UG Visiting	2	118	120	2	90	92	35	74	109	1	71	72
	Total	409	143	552	416	115	531	444	92	536	420	89	509
Grand Total		3522	791	4313	3388	671	4059	3410	699	4109	3453	642	4095

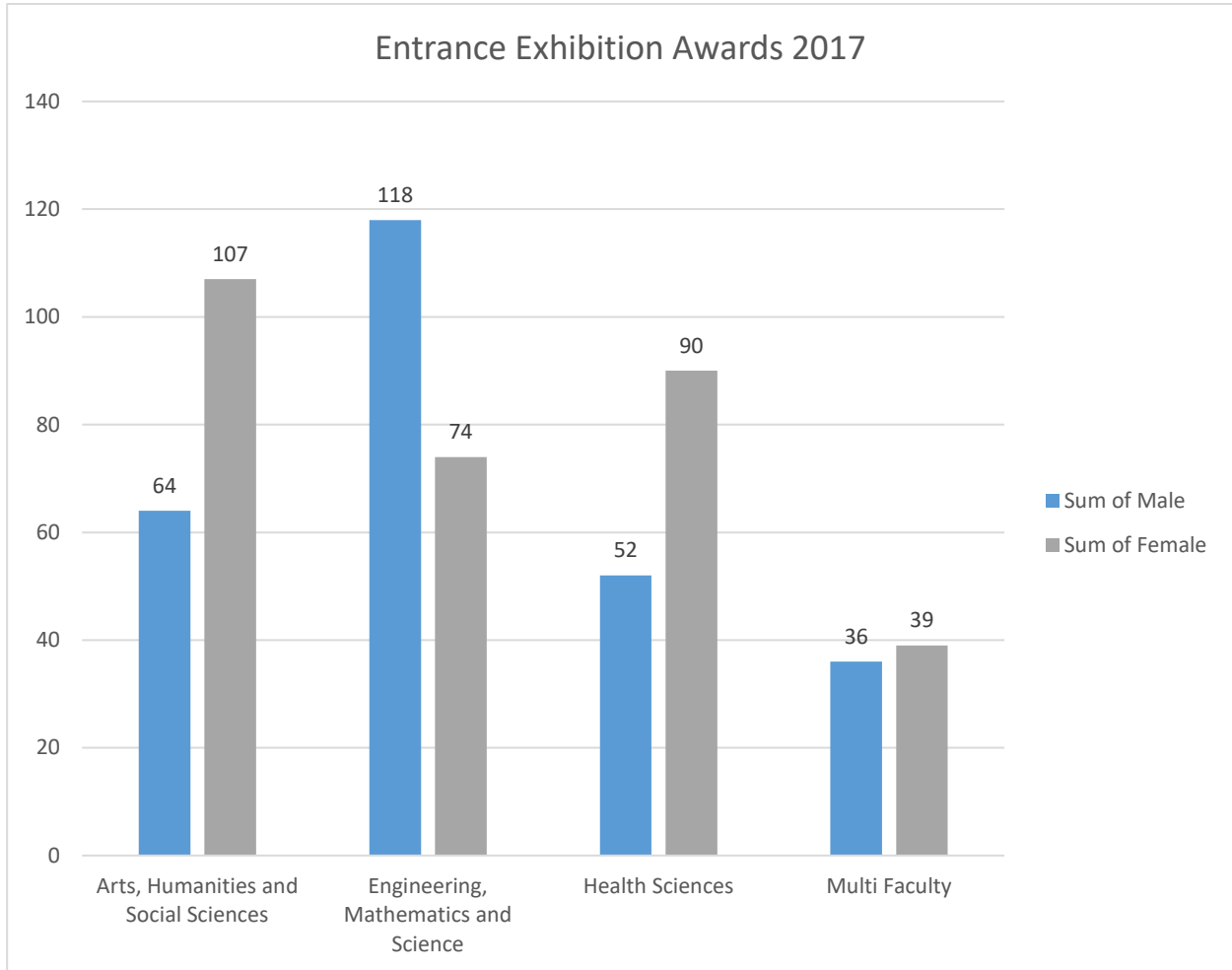
Appendix IV

Table A5 (a): Undergraduate New Entrants by Alternative Admissions Routes by Faculty 2017/18

Category of Student	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Totals
HEAR (Socio-economically disadvantaged)	79	68	81	23	251
Mature students	57	17	94	22	190
DARE (Students with a disability)	128	62	66	2	258
Totals for Alternative Entry Routes	264	147	241	47	699
Total CAO Entrants 2017/18	946	844	641	463	2894
Total as a % of Faculty new entrants - CAO	27.9%	17.4%	37.6%	10.2%	24.2%

Appendix V

Figure A5: Entrance Exhibition 2017/18



Appendix VI

Table A8 Trinity Admissions Feasibility Study

Course	2017	2016	2015
Ancient and Medieval History and Culture (AMHC)	4	4	4
History	10	10	7
Law	10	10	10
TOTAL	24	24	21

Table A9 Northern Ireland Feasibility Study applicant, offers and acceptances

Year	NI Applications to Trinity	Trinity Offers made to NI Students	Acceptances
2017	964	207 (Standard) 81 (Feasibility Study) Total 288	65 (31%) 40 (49%) Total 105 (36%)
2016	928	197 (Standard) 48 (Feasibility Study) Total 245	79 (40%) 23 (48%) Total 102 (42%)
2015	754	176 (Standard) 68 (Feasibility Study) Total 244	74 (42%) 33 (49%) Total 107 (44%)

Appendix VII

Table A17: Ratio of Total and Eligible CAO Applications to Quota

Course	2017					2016					2015				
	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 Arts, Humanities and Social Sciences															
Ancient & Medieval History and Culture ^^	203	16	12.7	149	9.3	170	16	10.6	117	7.3	178	15	11.9	122	8.1
Business (New in 2016)	897	25	35.9	680	27.2	1364	25	54.6	1129	45.2					
Business Studies & French	314	15	20.9	217	14.5	312	15	20.8	236	15.7	339	15	22.6	263	17.5
Business Studies & German	188	15	12.5	130	8.7	192	15	12.8	151	10.1	200	15	13.3	145	9.7
Business Studies & Polish	32	5	6.4	16	3.2	47	5	9.4	26	5.2	27	5	5.4	20	4.0
Business Studies & Russian	79	7	11.3	52	7.4	105	7	15.0	60	8.6	67	7	9.6	42	6.0
Business Studies & Spanish	262	10	26.2	185	18.5	243	10	24.3	181	18.1	208	10	20.8	156	15.6
Business, Economic & Social Studies	2169	236	9.2	1824	7.7	2158	236	9.1	1806	7.7	2250	236	9.5	1897	8.0
Catholic Theological Studies (New in 2013)	46	15	3.1	27	1.8	42	15	2.8	27	1.8	52	15	3.5	35	2.3
Classics	163	15	10.9	99	6.6	149	15	9.9	96	6.4	79	15	5.3	12	0.8
Clinical Speech & Language Studies	375	34	11.0	278	8.2	385	34	11.3	312	9.2	321	34	9.4	284	8.4
Deaf Studies	165	20	8.3	80	4.0	140	20	7.0	84	4.2	166	20	8.3	103	5.2
Drama & Theatre Studies	181	17	10.6	64	3.8	148	17	8.7	30	1.8	162	17	9.5	43	2.5
Early & Modern Irish	73	15	4.9	60	4.0	53	15	3.5	42	2.8	50	15	3.3	44	2.9
English Studies	489	40	12.2	350	8.8	563	40	14.1	432	10.8	511	40	12.8	384	9.6
European Studies	473	45	10.5	310	6.9	427	45	9.5	297	6.6	414	45	9.2	386	8.6
History^^	525	39	13.5	398	10.2	564	39	14.5	438	11.2	538	38	14.2	407	10.7
History & Political Science	502	24	20.9	370	15.4	532	24	22.2	398	16.6	451	24	18.8	326	13.6
Irish Studies	Course Discontinued					Course Discontinued					77	20	3.9	58	2.9

Course	2017					2016					2015				
	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
Law	1136	90	12.6	904	10.0	1009	90	11.2	816	9.1	1110	90	12.3	894	9.9
Law & Business	537	25	21.5	396	15.8	475	25	19.0	354	14.2	505	25	20.2	392	15.7
Law & French	209	15	13.9	144	9.6	197	15	13.1	151	10.1	231	15	15.4	192	12.8
Law & German	106	15	7.1	82	5.5	113	15	7.5	86	5.7	153	15	10.2	122	8.1
Law & Political Science	445	20	22.3	331	16.6	415	20	20.8	303	15.2	366	20	18.3	281	14.1
Middle Eastern & European Languages & Culture (New 2017)	140	12	11.7	98	8.2										
Music	160	15	10.7	57	3.8	161	15	10.7	59	3.9	138	15	9.2	43	2.9
Music Education^^	80	10	8.0	29	2.9	85	10	8.5	26	2.6	70	15	4.7	21	1.4
Philosophy	328	20	16.4	239	12.0	359	20	18.0	251	12.6	355	20	17.8	255	12.8
Philosophy, Political Sc., Economics & Sociology	659	34	19.4	452	13.3	612	34	18.0	420	12.4	544	34	16.0	386	11.4
Psychology	929	31	30.0	600	19.4	831	31	26.8	496	16.0	882	31	28.5	539	17.4
Social Studies	717	45	15.9	305	6.8	706	45	15.7	338	7.5	769	45	17.1	387	8.6
Sociology & Social Policy	400	28	14.3	390	13.9	436	28	15.6	313	11.2	458	28	16.4	305	10.9
World Religions and Theology	117	15	7.8	84	5.6	133	15	8.9	89	5.9	131	15	8.7	90	6.0
Total	13099	968	13.5	9400	9.7	13126	956	13.7	9564	10.0	11802	954	12.4	8634	9.1
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modelling	193	5	38.6	147	29.4	174	5	34.8	134	26.8	162	5	32.4	117	23.4
Computer Science(Integrated)^^	1042	100	10.4	571	5.7	992	100	9.9	606	6.1	1052	80	13.2	625	7.8
Earth Sciences	247	19	13.0	160	8.4	260	19	13.7	186	9.8	259	19	13.6	194	10.2
Engineering with Management (Integrated)^^#	297	21	14.1	234	11.1	378	20	18.9	296	14.8	376	19	19.8	286	15.1

	2017					2016					2015				
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
Engineering #(Integrated)	1420	185	7.7	998	5.4	1576	165	9.6	1174	7.1	1590	165	9.6	1205	7.3
Human Genetics	320	15	21.3	212	14.1	303	15	20.2	215	14.3	370	15	24.7	274	18.3
Management Science and Information Systems Studies	254	27	9.4	207	7.7	256	27	9.5	214	7.9	307	27	11.4	251	9.3
Mathematics	451	30	15.0	368	12.3	460	30	15.3	380	12.7	456	30	15.2	372	12.4
Medicinal Chemistry	422	28	15.1	342	12.2	498	28	17.8	431	15.4	441	28	15.8	364	13.0
Nanoscience, Physics & Chemistry of Advanced Materials #	200	30	6.7	155	5.2	224	25	9.0	188	7.5	257	25	10.3	203	8.1
Science	3109	340	9.1	2258	6.6	2911	340	8.6	2299	6.8	2900	340	8.5	2320	6.8
Theoretical Physics	340	40	8.5	246	6.2	304	40	7.6	230	5.8	351	40	8.8	258	6.5
Total	8295	840	9.9	5898	7.0	8336	814	10.2	6353	7.8	8521	793	10.7	6469	8.2
^^ Quota adjusted in 2016 as a result of the strategic planning process															
#Quota adjusted in 2017 as a result of the strategic planning process															
^^ Quota adjusted in 2016 as a result of the strategic planning process															
Faculty of Health Sciences															
Dental Science	606	32	18.9	383	12.0	575	32	18.0	358	11.2	563	32	17.6	369	11.5
General Nursing#	2783	145	19.2	1375	9.5	3098	139	22.3	1505	10.8	2741	139	19.7	1408	10.1
Integrated Childrens and General Nursing#	821	27	30.4	412	15.3	908	20	45.4	494	24.7	825	20	41.3	485	24.3
Intellectual Disability Nursing#	548	32	17.1	230	7.2	575	30	19.2	253	8.4	541	30	18.0	271	9.0
Medicine^^	1769	121	14.6	1088	9.0	1703	121	14.1	1074	8.9	1665	121	13.8	1068	8.8
Midwifery ^^	1060	44	24.1	517	11.8	1068	44	24.3	525	11.9	1015	40	25.4	535	13.4
Occupational Therapy^^	562	40	14.1	387	9.7	560	40	14.0	426	10.7	666	45	14.8	536	11.9

	2017					2016					2015				
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
Pharmacy	777	75	10.4	593	7.9	844	75	11.3	628	8.4	824	75	11.0	610	8.1
Physiotherapy	887	40	22.2	449	11.2	818	40	20.5	460	11.5	871	40	21.8	548	13.7
Mental Health Nursing*^^#	935	59	15.8	409	6.9	838	53	15.8	364	6.9	783	45	17.4	492	10.9
Radiation Therapy	408	30	13.6	319	10.6	408	30	13.6	328	10.9	367	30	12.2	311	10.4
Total	11156	645	17.3	6162	9.6	11395	624	18.3	6415	10.3	10861	617	17.6	6633	10.8
Multi Faculty															
Computer Science and Business	427	30	14.2	254	8.5	479	30	16.0	305	10.2	585	30	19.5	363	12.1
Computer Science and Language	194	20	9.7	93	4.7	233	20	11.7	127	6.4	196	20	9.8	116	5.8
Human Health & Disease	570	35	16.3	398	11.4	481	35	13.7	345	9.9	538	35	15.4	407	11.6
Political Science and Geography	334	15	22.3	248	16.5	260	15	17.3	189	12.6	250	15	16.7	186	12.4
Two Subject Moderatorship Course*	6657	428	15.6	4762	11.1	6480	428	15.1	4616	10.8	6642	424	15.7	4773	11.3
Total	8182	528	15.5	5755	10.9	7933	528	15.0	5582	10.6	8211	524	15.7	5845	11.2
GRAND TOTAL	40732	2981	13.7	27215	9.1	40790	2922	14.0	27914	9.6	39395	2888	13.6	27581	9.6

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

^^ Quota adjusted in 2016 as a result of the strategic planning process

#Quota adjusted in 2017 as a result of the strategic planning process

Appendix VIII

Table A21 Full Breakdown of CAO applications to Trinity, by Province/County, 2017

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
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

Appendix IX

Table A33 Distribution of 2017/18 undergraduate new entrants by province and county

County	Total	County	Total
Antrim	47	Dublin 6	71
Armagh	2	Dublin 6W	36
Belfast City	2	Dublin 7	40
Carlow	22	Dublin 8	30
Cavan	28	Dublin 9	60
Clare	25	Fermanagh	6
Co Dublin	466	Galway County	53
Cork City	1	Kerry	45
Cork County	96	Kildare	203
Derry	9	Kilkenny	41
Donegal	42	Laois	45
Down	12	Leitrim	9
Dublin 1	6	Limerick County	39
Dublin 10	12	Longford	11
Dublin 11	29	Louth	65
Dublin 12	40	Mayo	61
Dublin 13	45	Meath	122
Dublin 14	60	Monaghan	21
Dublin 15	103	Offaly	23
Dublin 16	60	Roscommon	28
Dublin 17	9	Sligo	31
Dublin 18	67	Tipperary	42
Dublin 2	7	Tyrone	5
Dublin 20	9	Waterford City	2
Dublin 22	27	Waterford County	24
Dublin 24	56	Westmeath	38
Dublin 3	63	Wexford	53
Dublin 4	57	Wicklow	145
Dublin 5	43		
		Grand Total	2794

Appendix X

B1: Comparative Analysis of Composition of TCD Student Body 2017/18, 2016/17 and 2015/16 (by headcount) (AR Report – reference Table C1(a). Note Table C1(a) extracts Foundation students from UG)

2017/18	EU	Non-EU	Total
Undergraduate	11548	1539	13087
Postgraduate Taught	2481	886	3367
Postgraduate Research	1316	311	1627
Total	15345	2736	18081

2016/17	EU	Non-EU	Total
Undergraduate	11415	1324	12739
Postgraduate Taught	2645	664	3309
Postgraduate Research	1284	298	1582
Total	15344	2286	17630

2015/16	EU	Non-EU	Total
Undergraduate	11481	1261	12742
Postgraduate Taught	2595	453	3048
Postgraduate Research	1435	286	1721
Total	15511	2000	17511

Table B1(c): Undergraduate Student Body 2017/2018.

	Undergraduate Student Body			Grand Total
	Full-Time	Part-Time	Validated for Another Institution	
Foundation	34	28		62
Undergraduate	11787	64		11851
Undergraduate Validated			84	84
Undergraduate Visiting	1090			1090
Grand Total	12911	92	84	13087

Appendix XI

Table D5: Breakdown of Examination Sittings (AR Report Table E7)

Examinations	2017/18	2016/17	2015/16
Annuals	62,430	61,046	75,778
Supplementals	4,107	3,926	4,260
Specials	64	109	147
Term Tests	6,433	5,509	5,533
Foundation Scholarship	2,470	2,307	2,653
Others *	508	480	531
Totals	76,012	73,377	88,902

* Music Entrance Test and Matriculation (number of students who applied).

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

Table D7: UG Students requiring alternative examination arrangements 2018-2016 (AR Report – Table E9)

Detail	2018	2017	2016
Number of Students	69	126	64
Number of Papers	268	421	270
Number of Departments	33	44	40
Number of Courses	25	45	64

Appendix XII

Table D8: Number of Foundation and Non-Foundation Scholarships Awarded 2018, 2017, 2016 (AR Report - Table E10)

	FAHSS			FEMS			FHS			MF		
	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016
Female	12	10	9	11	6	5	14	12	9	1	1	2
Male	11	5	11	17	19	10	6	1	4	1	1	1
Total	23	15	20	28	25	15	20	13	13	2	2	3

Appendix XIII Table D9: Plagiarism Recorded on a Student Record by Course, 2015/16, 2016/17, 2017/18 (AR Report – Table E22)

School	Discipline	Course	2015/16				2016/17					2017/18				Grand Total		
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Total			
AHSS, Education	Education	PTED-EDPM-1F-Professional Masters Education (P.M.E.)					9					9					9	
		UBED-MEDU-1F-Music Education		2		2	1					1	3				3	6
AHSS, English	English	UBEN-ENGS-1F-English Studies					3					3						3
		UBLL-IRIS-1F-Irish Studies								1		1						1
		UBTS-CCEN-1F-TSM Classical Civilisation and English Literature					1					1						1
		UBTS-ENFR-1F-TSM English Literature and French					1			1		2						2
		UBTS-ENHI-1F-TSM English Literature and History																
		UBTS-ENPI-1F-TSM English Literature and Philosophy	1			1												1
AHSS, Languages, Literatures and Cultural Studies	French	UBTS-ENFR-1F-TSM English Literature and French									1	1						1
		UBTS-FRMI-1F-TSM French and Modern Irish							1			1						1
AHSS, Law	Law	UBLW-LAWS-1F-Law		1		1	2	1	2			5		1	1		2	8
AHSS, Psychology	Psychology	UBTS-ITPS-1F-TSM Italian and Psychology		1		1												1

School	Discipline	Course	2015/16				2016/17					2017/18				Grand Total
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Total	
AHSS, Social Sciences and Philosophy	Economics	UBBE-BESS-1F-Economic and Social Studies						2			2					2
	Philosophy	UBSP-PHIL-1F-Philosophy							1		1					1
	Political Science	UBAH-HIPO-1F-History and Political Science			1	1							1		1	2
		UBAH-LWPO-1F-Law and Political Science														
		UBBE-BESS-1F-Economic and Social Studies											5	1	6	6
		UBEU-EURS-1F-European Studies														
		UBMF-POGG-1F-Political Science and Geography											2	1	3	3
		UBSW-SSPO-1F-Sociology and Social Policy											1		1	1
	Sociology	UBBE-BESS-1F-Economic and Social Studies											1		1	1
		UBSW-SSPO-1F-Sociology and Social Policy					1				1		1	1	2	3
		UBTS-HISO-1F-TSM History and Sociology					2				2					2
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science						1			1					1

School	Discipline	Course	2015/16				2016/17					2017/18				Grand Total
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Total	
AHSS, Social Work and Social Policy	Social Work and Social Policy	UBSW-SOCS-1F-Social Studies			1	1		4	2		6		2		2	9
		UBSW-SSPO-1F-Sociology and Social Policy						1			1					1
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science							1		1					1
EMS, Computer Science and Statistics	Computer Systems	PTCS-IDME-1F-Interactive Digital Media											2		2	2
		UICS-ICSC-1F-Computer Science						1			1					1
EMS, Mathematics	Mathematics	UBES-TPHY-1F-Theoretical Physics					1				1					1
EMS, Natural Sciences	Geography	UBNS-EARS-1F-Earth Sciences										4			4	4
		UBSC-GGEO-1F-Geography and Geoscience														
EMS, Physics	Physics	UBES-NANO-1F-Nanoscience, Physics and Chemistry of Advanced Materials											2		2	2
HS, Medicine	Clinical Medicine	PDMD-MEDI-1P-Medicine											1		1	1
	Occupational Therapy	UBMD-OTHY-1F-Occupational Therapy										5	3	1	9	9
	Radiation Therapy	UBMD-RTHY-1F-Radiation Therapy		1		1										1

School	Discipline	Course	2015/16				2016/17					2017/18				Grand Total
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Total	
HS, Nursing and Midwifery	General Nursing	PCNM-SPRA-1P-Specialist Practice (P.Grad.Cert.)										1			1	1
		PTNM-ANED-1P-Nursing (Advanced Nurse Practitioner Strand- Emergency Department) (M.Sc./P.Grad.Dip)						1			1					1
		PTNM-CHSE-1P-Clinical Health Sciences Education					1				1					1
		PTNM-NURS-1F-Nursing						1			1					1
		PTNM-NURS-1P-Nursing		1		1										1
		PTNM-SNUR-1P-Nursing (Specialist Nursing)											1		1	1
		UBNM-CGNU-1F-Children's and General Nursing					1				1					1
		UBNM-MIDW-1F-Midwifery	1			1										1
		UBNM-NURS-1F-Nursing			1	1										1
HS, Pharmacy and Pharmaceutical Sciences	Pharmacy and Pharmaceutical Sciences	UBPH-PHAR-1F-Pharmacy		1		1										1
Grand Total			2	7	3	12	23	13	8	1	45	13	23	5	41	98

Appendix XIV Table E14 Distribution of Grades achieved by course at undergraduate degree examination in 2017/18

2017/18	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masterst†	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences											
Acting	9			7						16	56.3%
Ancient and Medieval History and Culture	1	5	2							8	12.5%
BESS - Business	14			42				2		58	24.1%
BESS - Business and Economics	19	69	8							96	19.8%
BESS - Business and Political Science	1	19	3							23	4.3%
BESS - Economics	8	8	2							18	44.4%
BESS - Economics and Political Science	1	13	2							16	6.3%
BESS - Political Science		1	1							2	0.0%
BESS - Political Science and Sociology		2	1							3	0.0%
BESS - Sociology		1								1	0.0%
BESS - Sociology and Business		8								8	0.0%
Business Studies and a Language	11			30		1				42	26.2%
Catholic and Theological Studies	1	2	4							7	14.3%
Classics	1	2	1							4	25.0%
Clinical Speech and Language Studies	5			18						23	21.7%
Deaf Studies	3			13						16	18.8%
Drama and Theatre Studies	8	13	1							22	36.4%
Education (Validated)	12			22						34	35.3%
English Studies	13	20	6			1				40	32.5%
European Studies	9	31	2							42	21.4%
History	11	19	3							33	33.3%
History and Political Science	4	17	1							22	18.2%
Irish Studies		4	3							7	0.0%
Law	22			63		1				86	25.6%
Law and Business	12			13						25	48.0%

2017/18	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
Law and French	5			8						13	38.5%
Law and German	6			9						15	40.0%
Law and Political Science	10			10						20	50.0%
Music	2	6	1			1				10	20.0%
Music Composition				2						2	0.0%
Music Education	5			4						9	55.6%
Music Performance	3			7	1					11	27.3%
Philosophy		10	2							12	0.0%
Philosophy and Political Science						1				1	0.0%
Philosophy, Political Sci, Economics and Sociology	11	23	2							36	30.6%
Psychology	8	19	1							28	28.6%
Social Studies	9			33						42	21.4%
Sociology and Social Policy	5	17	1					1		24	20.8%
Stage Management and Technical Theatre	6			3						9	66.7%
World Religions and Theology	1	2	2							5	20.0%
Grand Total	236	311	49	284	1	5	0	3	0	889	26.5%
Percentage distribution	26.5%	35.0%	5.5%	31.9%	0.1%	0.6%	0.0%	0.3%	0.0%	100.0%	
Faculty of Engineering, Mathematics and Science											
Chemistry with Molecular Modelling	1	1	1		1					4	25.0%
Computer Science - Integrated†	32	33	11			3			15	94	34.0%
Earth Sciences	1	7	4							12	8.3%
Engineering - Double Diploma Mechanical Engineering	3			1						4	75.0%
Engineering - Integrated†	66			91	8	20			105	290	22.8%
Engineering and Management - Integrated†	3			16		1		1	14	35	8.6%
Human Genetics	3	15	1							19	15.8%

2017/18	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
Information Systems	6			6		4				16	37.5%
Management Science and Information System Studies	15	18	3							36	41.7%
Mathematics	16	8	11		1	1				37	43.2%
Medicinal Chemistry	6	13	5			1				25	24.0%
Nanoscience Physics and Chemistry of Adv. Materials	19	3	2		2					26	73.1%
Science	72	157	43		9	3				284	25.4%
Theoretical Physics	14	6	1		1					22	63.6%
Grand Total	257	261	82	114	22	33	0	1	134	904	28.4%
Percentage distribution	28.4%	28.9%	9.1%	12.6%	2.4%	3.7%	0.0%	0.1%	14.8%	100.0%	

Faculty of Health Sciences

Children's and General Nursing	5			8		1				14	35.7%
Diagnostic Radiography (Joint Degree - SIT)	1			26						27	3.7%
Human Health and Disease	8			16						24	33.3%
Human Nutrition and Dietetics (Joint Degree-DIT)	8			16						24	33.3%
Midwifery	7			16	2	1				26	26.9%
Nursing	34			118	18	2				172	19.8%
Occupational Therapy	4			77						81	4.9%
Pharmacy	24			50	2					76	31.6%
Physiotherapy	4			106						110	3.6%
Radiation Therapy	5			27						32	15.6%
Grand Total	100	0	0	460	22	4	0	0	0	586	17.1%
Percentage Distribution	17.1%	0.0%	0.0%	78.5%	3.8%	0.7%	0.0%	0.0%	0.0%	100.0%	

2017/18	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	1	19	2							22	4.5%
Computer Science and Language	2	5	3		1					11	18.2%
Political Science and Geography	3	6	3							12	25.0%
Two Subject Moderatorship	59	188	47	0	1	2	0	0	0	297	19.9%
Grand Total	65	218	55	0	2	2	0	0	0	342	19.0%
Percentage Distribution	19.0%	63.7%	16.1%	0.0%	0.6%	0.6%	0.0%	0.0%	0.0%	100.0%	
College Total #											
College Total #	658	790	186	858	47	44	0	4	134	2721	24.2%
Percentage Distribution	24.2%	29.0%	6.8%	31.5%	1.7%	1.6%	0.00%	0.1%	4.9%	100.0%	
Cumulative percentage distribution	24.2%	53.2%	60.1%	91.6%	93.3%	94.9%	94.9%	95.1%	100.0%	100.0%	
Faculty of Health Sciences - Dental Science and Medicine											
Dental Science	2			27		12				41	5%
Dental Technology	2									2	100%
Medicine	12			106		73				191	6%
Dental Science / Medicine Total	16	0	0	133	0	85	0	0	0	234	7%
Percentage Distribution	6.8%	0.0%	0.0%	56.8%	0.0%	36.3%	0.0%	0.0%	0.0%	100.0%	
Grand Total											
Grand Total	674	790	186	991	47	129	0	4	134	2955	
‡ 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 2017/18											
# excl Medicine & Dental Science											

Appendix XV

Table D12 Gold medals by Faculty 2017/18, 2016/17, 2015/16 (AR Report – Table E19).

Faculty	2017/18		2016/17		2015/16	
	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	242	33	190	30	190	13
Engineering, Mathematics and Science	204	63	235	70	171	41
Health Sciences	106	22	101	23	132	32
Multi-Faculty	60	7	81	16	78	14
Total	612	125	607	139	571	100

Appendix XVI

**Table D20(a) Number of cases coming to Courts of First Appeal Committee
(AR Report – Table E2a)**

Courts of First Appeal	2017/18		2016/17		2015/16	
	Annual	Suppl	Annual	Suppl	Annual	Suppl
Engineering, Science, SCSS	2	45	9	30	13	34
FAHSS	4	22	3	53	8	46
Law	5	11	6	64	9	94
Medicine, Nursing, Pharmacy, Therapy	6	64	2	11	3	6
TSM	1	6	2	11	3	6
Total	18	148	20	158	33	180
Total for the year		166		178		213

Appendix XVII

Table G10: Progression data for students in full-time degree programmes (AR Report Table E23)

Faculty	Course	No. who passed	Total no. of students	Progression
FHASS	Acting	8	8	100%
	Ancient and Medieval History and Culture	11	15	73%
	Bachelor in Business Studies	34	35	97%
	Business Studies and French	14	14	100%
	Business Studies and German	12	13	92%
	Business Studies and Polish	4	4	100%
	Business Studies and Russian	6	8	75%
	Business Studies and Spanish	11	11	100%
	Catholic Theological Studies	2	2	100%
	Classics	5	16	31%
	Clinical Speech and Language Studies	34	38	89%
	Deaf Studies	11	12	92%
	Drama and Theatre Studies	15	16	94%
	Early and Modern Irish	1	4	25%
	Economic and Social Studies	226	244	93%
	English Studies	38	40	95%
	European Studies	37	38	97%
	History	32	35	91%
	History and Political Science	29	31	94%
	Law	82	89	92%
	Law and Business	26	28	93%
	Law and French	12	19	63%
	Law and German	13	18	72%
	Law and Political Science	18	19	95%
	Middle Eastern and European Languages and Cultures	10	11	91%
	Music	16	17	94%
	Music Education	10	10	100%
	Philosophy	14	18	78%
	Philosophy, Political Science, Economics and Sociology	42	44	95%
	Psychology	36	38	95%
	Social Studies	36	38	95%
	Sociology and Social Policy	28	28	100%
World Religions and Theology	4	5	80%	
FHASS Total		877	966	91%
FEMS	Chemistry with Molecular Modelling	4	6	67%
	Computer Science	78	86	91%
	Computer Science and Language	9	11	82%

Faculty	Course	No. who passed	Total no. of students	Progression
	Earth Sciences	17	20	85%
	Engineering	160	182	88%
	Engineering with Management	20	22	91%
	Human Genetics	10	14	71%
	Management Science and Information Systems Studies	28	28	100%
	Mathematics	26	32	81%
	Medicinal Chemistry	20	31	65%
	Nanoscience, Physics and Chemistry of Advanced Materials	24	30	80%
	Science	279	329	85%
	Theoretical Physics	30	42	71%
	FEMS Total	705	833	85%
FHS	Children's and General Nursing	22	24	92%
	Dental Science	37	42	88%
	Dental Technology	2	3	67%
	Human Health and Disease	31	34	91%
	Human Nutrition and Dietetics (Joint Degree)	24	24	100%
	Medicine	147	161	91%
	Midwifery	37	38	97%
	Nursing	194	217	89%
	Occupational Therapy	36	36	100%
	Pharmacy	62	80	78%
	Physiotherapy	31	36	86%
	Radiation Therapy	24	32	75%
	FHS Total	647	727	89%
MF	Computer Science and Business	28	29	97%
	Political Science and Geography	15	15	100%
	TSM Ancient History and Archaeology and English Literature	2	2	100%
	TSM Ancient History and Archaeology and French	2	2	100%
	TSM Ancient History and Archaeology and Greek	0	2	0%
	TSM Ancient History and Archaeology and History	4	4	100%
	TSM Ancient History and Archaeology and History of Art and Architecture	3	3	100%
	TSM Ancient History and Archaeology and Jewish and Islamic Civilisations	2	2	100%
	TSM Ancient History and Archaeology and Spanish	0	2	0%
	TSM Ancient History and Archaeology and World Religions and Theology	2	2	100%
	TSM Classical Civilisation and Drama Studies	2	2	100%
	TSM Classical Civilisation and English Literature	3	3	100%
	TSM Classical Civilisation and French	2	4	50%
	TSM Classical Civilisation and History	1	1	100%

Faculty	Course	No. who passed	Total no. of students	Progression
	TSM Classical Civilisation and History of Art and Architecture	7	7	100%
	TSM Classical Civilisation and Jewish and Islamic Civilisations	1	3	33%
	TSM Classical Civilisation and Latin	2	2	100%
	TSM Classical Civilisation and Modern Irish	1	1	100%
	TSM Classical Civilisation and Philosophy	1	1	100%
	TSM Classical Civilisation and Spanish	1	1	100%
	TSM Classical Civilisation and World Religions and Theology	2	2	100%
	TSM Drama Studies and English Literature	6	9	67%
	TSM Drama Studies and Film Studies	5	7	71%
	TSM Drama Studies and French	1	1	100%
	TSM Drama Studies and Italian	1	1	100%
	TSM Drama Studies and Modern Irish	1	1	100%
	TSM Drama Studies and Music	1	1	100%
	TSM Drama Studies and Sociology	2	2	100%
	TSM Drama Studies and Spanish	1	1	100%
	TSM Economics and Geography	4	6	67%
	TSM Economics and History	5	5	100%
	TSM Economics and Mathematics	17	17	100%
	TSM Economics and Philosophy	7	9	78%
	TSM Economics and Psychology	2	2	100%
	TSM Economics and Sociology	7	9	78%
	TSM Economics and Spanish	1	1	100%
	TSM English Literature and Film Studies	17	17	100%
	TSM English Literature and French	4	6	67%
	TSM English Literature and German	1	1	100%
	TSM English Literature and History	16	17	94%
	TSM English Literature and History of Art and Architecture	5	6	83%
	TSM English Literature and Italian	1	1	100%
	TSM English Literature and Jewish and Islamic Civilisations	0	2	0%
	TSM English Literature and Modern Irish	2	2	100%
	TSM English Literature and Music	3	3	100%
	TSM English Literature and Philosophy	7	11	64%
	TSM English Literature and Psychology	2	2	100%
	TSM English Literature and Russian	2	2	100%
	TSM English Literature and Sociology	3	3	100%
	TSM English Literature and World Religions and Theology	2	2	100%
	TSM Film Studies and German	2	2	100%

Faculty	Course	No. who passed	Total no. of students	Progression
	TSM Film Studies and Music	1	1	100%
	TSM Film Studies and Spanish	1	1	100%
	TSM French and German	5	8	63%
	TSM French and History	3	3	100%
	TSM French and History of Art and Architecture	3	5	60%
	TSM French and Italian	5	5	100%
	TSM French and Mathematics	1	1	100%
	TSM French and Modern Irish	1	1	100%
	TSM French and Music	1	1	100%
	TSM French and Philosophy	0	4	0%
	TSM French and Psychology	2	6	33%
	TSM French and Russian	1	1	100%
	TSM French and Sociology	5	6	83%
	TSM French and Spanish	9	10	90%
	TSM French and World Religions and Theology	1	1	100%
	TSM Geography and Mathematics	1	1	100%
	TSM Geography and Philosophy	1	1	100%
	TSM Geography and Sociology	19	19	100%
	TSM German and Modern Irish	1	3	33%
	TSM German and Philosophy	1	1	100%
	TSM German and Russian	1	1	100%
	TSM German and Sociology	2	2	100%
	TSM German and Spanish	1	1	100%
	TSM History and Jewish and Islamic Civilisations	1	1	100%
	TSM History and Latin	1	1	100%
	TSM History and Modern Irish	3	3	100%
	TSM History and Music	1	1	100%
	TSM History and Philosophy	3	3	100%
	TSM History and Sociology	2	2	100%
	TSM History and Spanish	2	2	100%
	TSM History of Art and Architecture and Italian	2	2	100%
	TSM History of Art and Architecture and Philosophy	5	5	100%
	TSM History of Art and Architecture and Sociology	3	3	100%
	TSM History of Art and Architecture and Spanish	1	2	50%
	TSM Italian and Philosophy	1	1	100%
	TSM Italian and Spanish	4	6	67%
	TSM Jewish and Islamic Civilisations and Russian	1	1	100%
	TSM Latin and Spanish	1	1	100%
	TSM Mathematics and Music	5	5	100%
	TSM Mathematics and Philosophy	0	1	0%
	TSM Mathematics and Psychology	1	1	100%
	TSM Modern Irish and Music	4	4	100%

Faculty	Course	No. who passed	Total no. of students	Progression
	TSM Modern Irish and Sociology	2	2	100%
	TSM Modern Irish and Spanish	2	4	50%
	TSM Modern Irish and World Religions and Theology	1	3	33%
	TSM Music and Philosophy	1	1	100%
	TSM Music and Psychology	1	1	100%
	TSM Philosophy and Psychology	1	1	100%
	TSM Philosophy and Russian	1	1	100%
	TSM Philosophy and Sociology	2	2	100%
	TSM Psychology and Sociology	1	1	100%
	TSM Russian and Spanish	2	2	100%
	TSM Sociology and Spanish	5	6	83%
	TSM Spanish and World Religions and Theology	1	1	100%
	MF/TSM Total	336	392	86%
	Grand Total	2565	2918	88%

Appendix XVIII

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
AHS	966		571	395	892	74	966	56	910	25	68	15	36	822
Acting	8		3	5	6	2	8	4	4					8
Progressed same course	8	100%	3	5	6	2	8	4	4					8
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Ancient and Medieval History and Culture	15		8	7	15		15	1	14	1				14
Progressed same course	11	73%	8	3	11		11		11	1				10
Repeat same course		0%												
Transferred other course		0%												
Was not retained	4	27%		4	4		4	1	3					4
Bachelor in Business Studies	35		17	18	24	11	35		35	1	3		2	29
Progressed same course	34	97%	17	17	23	11	34		34	1	3		2	28
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	3%		1	1		1		1					1
Business Studies and French	14		11	3	14		14		14		1		1	12
Progressed same course	14	100%	11	3	14		14		14		1		1	12
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Business Studies and German	13		8	5	13		13		13	1				12
Progressed same course	12	92%	7	5	12		12		12	1				11
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	8%	1		1		1		1					1
Business Studies and Polish	4		2	2	4		4		4					4
Progressed same course	4	100%	2	2	4		4		4					4
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Business Studies and Russian	8		4	4	8		8		8				1	7
Progressed same course	6	75%	3	3	6		6		6				1	5
Repeat same course		0%												
Transferred other course		0%												
Was not retained	2	25%	1	1	2		2		2					2
Business Studies and Spanish	11		7	4	10	1	11		11					11
Progressed same course	11	100%	7	4	10	1	11		11					11
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Catholic Theological Studies	2			2	2		2	2						2

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Progressed same course	2	100%		2	2		2	2						2
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Classics	16		11	5	16		16	1	15	2				14
Progressed same course	5	31%	2	3	5		5	1	4					5
Repeat same course	1	6%	1		1		1		1					1
Transferred other course	9	56%	7	2	9		9		9	2				7
Was not retained	1	6%	1		1		1		1					1
Clinical Speech and Language Studies	38		38		37	1	38		38	1	8	1	1	27
Progressed same course	34	89%	34		33	1	34		34	1	4	1	1	27
Repeat same course	2	5%	2		2		2		2		2			
Transferred other course	2	5%	2		2		2		2		2			
Was not retained		0%												
Deaf Studies	12		9	3	12		12	5	7	2	1	1		8
Progressed same course	11	92%	9	2	11		11	5	6	1	1	1		8
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	8%		1	1		1		1	1				
Drama and Theatre Studies	16		11	5	16		16	2	14	1			1	14
Progressed same course	15	94%	10	5	15		15	2	13	1			1	13
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	6%	1		1		1		1					1

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Early and Modern Irish	4		2	2	4		4		4					4
Progressed same course	1	25%	1		1		1		1					1
Repeat same course		0%												
Transferred other course	2	50%		2	2		2		2					2
Was not retained	1	25%	1		1		1		1					1
Economic and Social Studies	244		110	134	226	18	244	2	242	4	23	5	9	203
Progressed same course	226	93%	103	123	209	17	226	1	225	4	19	5	9	189
Repeat same course	2	1%		2	2		2		2		1			1
Transferred other course	8	3%	2	6	8		8		8		2			6
Was not retained	8	3%	5	3	7	1	8	1	7		1			7
English Studies	40		27	13	38	2	40	1	39	1	2		2	35
Progressed same course	38	95%	27	11	36	2	38	1	37	1	2		2	33
Repeat same course		0%												
Transferred other course	2	5%		2	2		2		2					2
Was not retained		0%												
European Studies	38		31	7	38		38		38	2	1	1	3	31
Progressed same course	37	97%	30	7	37		37		37	2	1	1	2	31
Repeat same course	1	3%	1		1		1		1				1	
Transferred other course		0%												
Was not retained		0%												
History	35		14	21	34	1	35	2	33		2		2	31
Progressed same course	32	91%	14	18	31	1	32	2	30		2		2	28
Repeat same course	1	3%		1	1		1		1					1
Transferred other course	2	6%		2	2		2		2					2
Was not retained		0%												

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
History and Political Science	31		16	15	25	6	31	2	29	1	2		1	27
Progressed same course	29	94%	16	13	24	5	29	2	27	1	2		1	25
Repeat same course		0%												
Transferred other course	1	3%		1	1		1		1					1
Was not retained	1	3%		1		1	1		1					1
Law	89		60	29	85	4	89	1	88		9	3	3	74
Progressed same course	82	92%	55	27	80	2	82	1	81		8	3	3	68
Repeat same course	1	1%		1	1		1		1		1			
Transferred other course	2	2%	2		2		2		2					2
Was not retained	4	4%	3	1	2	2	4		4					4
Law and Business	28		15	13	27	1	28	3	25	1	2		2	23
Progressed same course	26	93%	15	11	26		26	2	24	1	2		2	21
Repeat same course	1	4%		1	1		1		1					1
Transferred other course		0%												
Was not retained	1	4%		1		1	1	1						1
Law and French	19		12	7	18	1	19		19		1	1	1	16
Progressed same course	12	63%	6	6	11	1	12		12		1		1	10
Repeat same course		0%												
Transferred other course	6	32%	6		6		6		6					6
Was not retained	1	5%		1	1		1		1			1		
Law and German	18		12	6	18		18		18		3	1	1	13
Progressed same course	13	72%	7	6	13		13		13		1	1	1	10
Repeat same course		0%												
Transferred other course	4	22%	4		4		4		4		2			2
Was not retained	1	6%	1		1		1		1					1

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Law and Political Science	19		9	10	17	2	19	1	18		1	1	2	15
Progressed same course	18	95%	8	10	17	1	18	1	17		1	1	2	14
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	5%	1			1	1		1					1
Middle Eastern and European Languages and Cultures	11		7	4	11		11	1	10		1		1	9
Progressed same course	10	91%	6	4	10		10	1	9		1		1	8
Repeat same course	1	9%	1		1		1		1					1
Transferred other course		0%												
Was not retained		0%												
Music	17		6	11	17		17	2	15	1				16
Progressed same course	16	94%	6	10	16		16	2	14	1				15
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	6%		1	1		1		1					1
Music Education	10		7	3	9	1	10	1	9	1		1		8
Progressed same course	10	100%	7	3	9	1	10	1	9	1		1		8
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Philosophy	18		8	10	17	1	18	3	15	1	2			15
Progressed same course	14	78%	6	8	13	1	14	1	13	1	2			11
Repeat same course		0%												
Transferred other course		0%												

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Was not retained	4	22%	2	2	4		4	2	2					4
Philosophy, Political Science, Economics and Sociology	44		19	25	30	14	44	2	42	1	1		1	41
Progressed same course	42	95%	17	25	28	14	42	2	40	1	1		1	39
Repeat same course		0%												
Transferred other course	1	2%	1		1		1		1					1
Was not retained	1	2%	1		1		1		1					1
Psychology	38		28	10	32	6	38	6	32	2	2		1	33
Progressed same course	36	95%	27	9	30	6	36	5	31	2	2		1	31
Repeat same course		0%												
Transferred other course	1	3%		1	1		1		1					1
Was not retained	1	3%	1		1		1	1						1
Social Studies	38		34	4	38		38	9	29	1	2		1	34
Progressed same course	36	95%	33	3	36		36	9	27	1	2		1	32
Repeat same course		0%												
Transferred other course	1	3%	1		1		1		1					1
Was not retained	1	3%		1	1		1		1					1
Sociology and Social Policy	28		22	6	26	2	28	5	23		1			27
Progressed same course	28	100%	22	6	26	2	28	5	23		1			27
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
World Religions and Theology	5		3	2	5		5		5					5

AHSS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	Female	Male	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Progressed same course	4	80%	3	1	4		4		4					4
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	20%		1	1		1		1					1
Grand Total	966	100%	571	395	892	74	966	56	910	25	68	15	36	822

Appendix XIX

Multi-Faculty/Multi-School	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
TCD	392		238	154	370	22	392	10	382	13	19	6	6	348
Computer Science and Business	29		9	20	27	2	29		29		1			28
Progressed same course	28	97%	9	19	26	2	28		28		1			27
Repeat same course	1	3%		1	1		1		1					1
Transferred other course		0%												
Was not retained		0%												
Political Science and Geography	15		7	8	14	1	15	1	14				2	13
Progressed same course	15	100%	7	8	14	1	15	1	14				2	13
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												

Multi-Faculty/Multi-School	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
TCD-MS	696		444	252	658	38	696	18	678	26	36	12	8	614
TSM Ancient History and Archaeology														
Progressed same course	15	79%	8	7	14	1	15	3	12	2				13
Repeat same course		0%												
Transferred other course	4	21%	2	2	4		4		4					4
Was not retained		0%												
TSM Classical Civilisation														
Progressed same course	23	85%	16	7	23		23	1	22	1	1			21
Repeat same course		0%												
Transferred other course		0%												
Was not retained	4	15%	2	2	4		4		4					4
TSM Drama Studies														
Progressed same course	20	80%	16	4	20		20	1	19		1	1		18
Repeat same course		0%												
Transferred other course	5	20%	5		5		5		5					5
Was not retained		0%												
TSM Economics														
Progressed same course	43	88%	11	32	39	4	43		43	1	1	2		39
Repeat same course		0%												
Transferred other course		0%												
Was not retained	6	12%	1	5	6		6		6					6

Multi-Faculty/Multi-School	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
TSM English Literature														
Progressed same course	76	85%	54	22	70	6	76	4	72	5	6		2	63
Repeat same course	2	2%		2	1	1	2		2					2
Transferred other course	9	10%	9		7	2	9		9					9
Was not retained	2	2%	1	1	1	1	2		2					2
TSM Film Studies														
Progressed same course	26	93%	17	9	24	2	26	1	25		4		1	21
Repeat same course		0%												
Transferred other course	2	7%	2		2		2		2					2
Was not retained		0%												
TSM French														
Progressed same course	46	71%	32	14	45	1	46	1	45		2		1	43
Repeat same course	3	5%	3		3		3		3					3
Transferred other course	12	18%	8	4	12		12		12	2				10
Was not retained	4	6%	4		4		4		4					4
TSM Geography														
Progressed same course	25	93%	16	9	25		25		25		2			23
Repeat same course		0%												
Transferred other course	2	7%		2	2		2		2					2
Was not retained		0%												

	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
TSM German														
Progressed same course	14	74%	12	2	14		14		14					14
Repeat same course		0%												
Transferred other course	2	11%	2		2		2		2					2
Was not retained	3	16%	3		3		3		3					3
TSM Greek														
Progressed same course		0%												
Repeat same course		0%												
Transferred other course	2	100%		2	2		2		2					2
Was not retained		0%												
TSM History														
Progressed same course	42	98%	23	19	39	3	42	2	40	2	3		1	36
Repeat same course	1	2%		1	1		1		1					1
Transferred other course		0%												
Was not retained		0%												
TSM History of Art and Architecture														
Progressed same course	29	88%	23	6	28	1	29	3	26	2	2			25
Repeat same course	1	3%	1		1		1		1					1
Transferred other course		0%												
Was not retained	3	9%	2	1	3		3		3					3
TSM Italian														
Progressed same course	14	88%	14				13	1		14				
Repeat same course		0%												

Multi-Faculty/Multi-School	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
Transferred other course	2	13%	2		2		2		2					2
Was not retained		0%												
TSM Jewish and Islamic Civilisations														
Progressed same course	5	56%	2	3	4	1	5		5					5
Repeat same course		0%												
Transferred other course	4	44%	4		4		4		4					4
Was not retained		0%												
TSM Latin														
Progressed same course	4	100%	1	3	4		4		4	1				3
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
TSM Mathematics														
Progressed same course	25	96%	8	17	22	3	25		25	1	1	2		21
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	4%		1	1		1		1	1				
TSM Modern Irish														
Progressed same course	18	75%	15	3	18		18		18		2			16
Repeat same course		0%												
Transferred other course	4	17%	4		4		4		4			2		2
Was not retained	2	8%		2	2		2		2					2

Multi-Faculty/Multi-School	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
TSM Music														
Progressed same course	18	100%	9	9	18		18			18	1	2		15
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
TSM Philosophy														
Progressed same course	31	74%	11	20	30	1	31			31	3	4	1	23
Repeat same course	1	2%		1		1	1			1				1
Transferred other course	4	10%	4		2	2	4			4				4
Was not retained	6	14%	3	3	5	1	6			6	1			5
TSM Psychology														
Progressed same course	10	71%	7	3	10		10			10			1	9
Repeat same course		0%												
Transferred other course	4	29%	2	2	4		4			4	2			2
Was not retained		0%												
TSM Russian														
Progressed same course	8	100%	4	4	7	1	8	1		7			1	7
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
TSM Sociology														
Progressed same course	53	93%	37	16	51	2	53			53		4		49
Repeat same course	1	2%	1		1		1			1				1
Transferred other course														

Multi-Faculty/Multi-School	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
Was not retained	3	5%	2	1	3		3		3					3
TSM Spanish														
Progressed same course	32	78%	24	8	31	1	32	1	31			1		31
Repeat same course	1	2%	1		1		1		1					1
Transferred other course	6	15%	6		6		6		6			2		4
Was not retained	2	5%	2		2		2		2					2
TSM World Religions and Theology														
Progressed same course	9	82%	8	1	7	2	9		9	1	1			7
Repeat same course		0%												
Transferred other course		0%												
Was not retained	2	18%		2	2		2		2					2
Grand Total	696	100%	444	252	658	38	696	18	678	26	36	12	8	614
Grand Total FTE	348		222	126	329	19	348	9	339	13	18	6	4	307

Appendix XX

FEMS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	F	M	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
EMS	833		333	500	794	39	833	12	821	26	43	23	35	706
Chemistry with Molecular Modelling	6		2	4	6		6		6					6
Progressed same course	4	67%		4	4		4		4					4
Repeat same course		0%												
Transferred other course	2	33%	2		2		2		2					2
Was not retained		0%												
Computer Science	86		16	70	79	7	86	1	85	1		4	1	80
Progressed same course	78	91%	16	62	71	7	78		78	1		4		73
Repeat same course	7	8%		7	7		7	1	6				1	6
Transferred other course		0%												
Was not retained	1	1%		1	1		1		1					1
Computer Science and Language	11		7	4	10	1	11		11	1				10
Progressed same course	9	82%	6	3	8	1	9		9	1				8
Repeat same course	1	9%	1		1		1		1					1
Transferred other course		0%												
Was not retained	1	9%		1	1		1		1					1
Earth Sciences	20		10	10	20		20	2	18	2			1	17

FEMS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
Progressed same course	17	85%	10	7	17		17		17	2			1	14
Repeat same course	1	5%		1	1		1	1						1
Transferred other course	1	5%		1	1		1	1						1
Was not retained	1	5%		1	1		1		1					1
Engineering	182		49	133	172	10	182	1	181	5	3	6	2	166
Progressed same course	160	88%	46	114	152	8	160	1	159	5	1	6	2	146
Repeat same course	13	7%	1	12	12	1	13		13		1			12
Transferred other course	7	4%	1	6	6	1	7		7		1			6
Was not retained	2	1%	1	1	2		2		2					2
Engineering with Management	22		8	14	20	2	22		22		1	1		20
Progressed same course	20	91%	8	12	20		20		20		1	1		18
Repeat same course	1	5%		1		1	1		1					1
Transferred other course	1	5%		1		1	1		1					1
Was not retained		0%												
Human Genetics	14		13	1	14		14		14		2		1	11
Progressed same course	10	71%	9	1	10		10		10				1	9
Repeat same course		0%												
Transferred other course	3	21%	3		3		3		3		2			1
Was not retained	1	7%	1		1		1		1					1

FEMS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
	Total Student Number	%	F	M	EU	NEU	Full-Time	Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Management Science and Information Systems Studies	28		5	23	28		28		28	2	5		1	20
Progressed same course	28	100%	5	23	28		28		28	2	5		1	20
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Mathematics	32		5	27	32		32	2	30		2		2	28
Progressed same course	26	81%	5	21	26		26	1	25		1		1	24
Repeat same course		0%												
Transferred other course	1	3%		1	1		1		1					1
Was not retained	5	16%		5	5		5	1	4		1		1	3
Medicinal Chemistry	31		24	7	29	2	31		31	3		1	4	23
Progressed same course	20	65%	15	5	19	1	20		20	3		1	2	14
Repeat same course		0%												
Transferred other course	9	29%	7	2	9		9		9				1	8
Was not retained	2	6%	2		1	1	2		2				1	1
Nanoscience, Physics and Chemistry of Advanced Materials	30		5	25	30		30		30	3	1		1	25
Progressed same course	24	80%	4	20	24		24		24	3			1	20

FEMS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Mature	Not mature	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Repeat same course		0%												
Transferred other course	2	7%		2	2		2		2					2
Was not retained	4	13%	1	3	4		4		4		1			3
Science	329		181	148	312	17	329	4	325	7	27	10	22	263
Progressed same course	279	85%	158	121	265	14	279	4	275	7	10	10	19	233
Repeat same course	11	3%	4	7	10	1	11		11		5		1	5
Transferred other course	24	7%	11	13	23	1	24		24		8			16
Was not retained	15	5%	8	7	14	1	15		15		4		2	9
Theoretical Physics	42		8	34	42		42	2	40	2	2	1		37
Progressed same course	30	71%	4	26	30		30	2	28	1				29
Repeat same course		0%												
Transferred other course	10	24%	4	6	10		10		10	1	2			7
Was not retained	2	5%		2	2		2		2			1		1
Grand Total	833	100%	333	500	794	39	833	12	821	26	43	23	35	706

Appendix XXI

FHS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Mature Nursing	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
HSC	748		578	170	669	79	748	111	4	12	48	18	41	629
Children's and General Nursing	24		21	3	24		24	4		1	1	4		18
Progressed same course	22	92%	19	3	22		22	4		1	1	2		18
Repeat same course	1	4%	1		1		1					1		
Transferred other course		0%												
Was not retained	1	4%	1		1		1					1		
Dental Hygiene	5		4	1	5		5	1					1	4
Progressed same course	5	100%	4	1	5		5	1					1	4
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Dental Nursing	16		15	1	16		16			1			4	11
Progressed same course	16	100%	15	1	16		16			1			4	11
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Dental Science	42		25	17	28	14	42	2			2	1	2	37
Progressed same course	37	88%	25	12	23	14	37	2			2	1	2	32
Repeat same course		0%												
Transferred other course	2	5%		2	2		2							2
Was not retained	3	7%		3	3		3							3
Dental Technology	3		2	1	3		3							3

FHS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Mature	Mature Nursing	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)	Not Access
Progressed same course	2	67%	2		2		2							2
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	33%		1	1		1							1
Human Health and Disease	34		24	10	34		34	1			3		2	29
Progressed same course	31	91%	24	7	31		31	1			3		2	26
Repeat same course		0%												
Transferred other course	1	3%		1	1		1							1
Was not retained	2	6%		2	2		2							2
Human Nutrition and Dietetics (Joint Degree)	24		23	1	24		24	3		1	1		2	20
Progressed same course	24	100%	23	1	24		24	3		1	1		2	20
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Medicine	161		90	71	104	57	161	15		2	10		8	141
Progressed same course	147	91%	88	59	99	48	147	15		2	8		8	129
Repeat same course	6	4%	1	5	2	4	6				1			5
Transferred other course	7	4%	1	6	3	4	7				1			6
Was not retained	1	1%		1		1	1							1
Midwifery	38		38		38		38	15	1		1	1	2	34
Progressed same course	37	97%	37		37		37	15	1		1	1	2	33
Repeat same course		0%												
Transferred other course		0%												
Was not retained	1	3%	1		1		1							1
Nursing	217		192	25	217		217	62	3	5	12	7	7	186

FHS	Student No	Progression	Gender		Fee Status		Attendance	Mature		Access				
			F	M	EU	NEU		Full-Time	Mature	Mature Nursing	DARE (Merit offer)	DARE (Reduced points offer)	HEAR (Merit offer)	HEAR (Reduced points offer)
Progressed same course	194	89%	176	18	194		194	49	3	5	9	7	7	166
Repeat same course	8	4%	6	2	8		8	6			1			7
Transferred other course	3	1%	2	1	3		3				1			2
Was not retained	12	6%	8	4	12		12	7			1			11
Occupational Therapy	36		33	3	36		36	3		1	3		3	29
Progressed same course	36	100%	33	3	36		36	3		1	3		3	29
Repeat same course		0%												
Transferred other course		0%												
Was not retained		0%												
Pharmacy	80		56	24	76	4	80	2		1	11	3	8	57
Progressed same course	62	78%	46	16	60	2	62	2		1	5	1	7	48
Repeat same course	7	9%	4	3	7		7				3		1	3
Transferred other course	4	5%	2	2	4		4				3	1		
Was not retained	7	9%	4	3	5	2	7					1		6
Physiotherapy	36		26	10	34	2	36	2			3		2	31
Progressed same course	31	86%	22	9	29	2	31	2			2		2	27
Repeat same course	1	3%		1	1		1							1
Transferred other course		0%												
Was not retained	4	11%	4		4		4				1			3
Radiation Therapy	32		29	3	30	2	32	1			1	2		29
Progressed same course	24	75%	21	3	22	2	24	1				1		23
Repeat same course	4	13%	4		4		4				1			3
Transferred other course	2	6%	2		2		2							2
Was not retained	2	6%	2		2		2					1		1
Grand Total	748	100%	578	170	669	79	748	111	4	12	48	18	41	629

