

**Senior Lecturer/Dean of Undergraduate Studies**

**Annual Report**

**Academic Year 2019/20**

**Dr Kevin Mitchell**

**Senior Lecturer/Dean of Undergraduate Studies**

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## Executive Summary

This 2019/20 Senior Lecturer's Report draws from the fourth Annual Report of the Academic Registry (AR), 2019/20 and additional data and information provided on request from AR (located in the appendices). The AR Annual Reports are available from:

<https://www.tcd.ie/academicregistry/service-reporting/>

The report is presented in three parts; the first presents an overview of developments from 2019/20, the second focusses on Admissions and the composition of the undergraduate student body, and the third presents issues relating to progression and the student lifecycle. Tables and figures were provided by the AR in its report, and rather than reproduce those in the appendices, this document can be read in conjunction with the AR Annual Report. Additional datasets provided by AR are located in the appendices of this report. Data presented in the form of percentages have been rounded off to the nearest whole number, where appropriate.

The main themes and trends in this report are presented in three parts as follows:

Part I – Overview of Developments: 2019/20

Part II – Admissions

Part III – Student Lifecycle Post-Admission

### Part I Overview of Developments: 2019/20

Much of 2019/20 was devoted to the continued implementation of the Trinity Education Project (TEP), including the first intake of students into Phase II programmes. The phasing-in of certain aspects of the Common Architecture occurred, and Council agreed on mechanisms related to student pathway choices, the allocation of places on new minor subjects and principles and allocation mechanisms for open modules. A proposal to enable Co- and Extra- Curriculum reflection through the use of a guided reflection tool was approved by Council, as well as five new Trinity Elective modules for delivery in 2020/21. Six additional subjects were integrated into the Joint Honours pillar system and a new management structure for the Undergraduate Common Architecture was established.

The COVID-19 pandemic required a concerted response from all areas of College to allow teaching, learning and assessment to continue, either online or in-person under strict social distancing guidelines. A variety of measures concerning assessment and progression were introduced at different points, beginning in March 2020, to mitigate the negative effects of the pandemic on student learning and progression. These collective efforts enabled all teaching and assessments to be completed for the academic year.

A number of alternative entry routes were expanded upon during 2019/20 to ensure that the Trinity student body reflects the diversity of Ireland's population. The Asylum Seekers Access Provision (ASAP) Scholarship to support the entry of four students from Direct Provision Centres to Trinity was implemented and expanded upon with further recommendations. The Widening

Participation Group (WPG), a subcommittee of the Undergraduate Studies Committee (USC), which aims to support Trinity in achieving its strategic objectives on creating a diverse and inclusive undergraduate student body held three meetings in 2019/20. New Further Education & Training (FET) routes were approved for entry into a significant number of courses in 2019/20 for entry in 2020/21.

In 2019/20 an agreement for an articulation route into the Engineering programme for students from the International Centre for Applied Sciences, Manipal University was approved by Council. Four additional dual-degree programmes with Columbia University were approved. Council approved the Certificate in Christian Theology and Practice, expanding the collaboration between the School of Religion in Trinity and the Church of Ireland Theological Institute. Under the Engineering, Environment, and Emerging Technologies (E3) banner, Council approved the integrated five-year undergraduate/postgraduate course in Environmental Science and Engineering. Proposals under the Trinity Joint Honours structure were also approved, and under validated courses, Council approved the proposal for a one-year part-time course within the existing two-year part-time Music Teaching and Performance course delivered by the Royal Irish Academy of Music (RIAM).

## Part II Admissions

The Trinity undergraduate student population continued to grow and diversify with continued growth in non-EU student numbers from 1,677 students in 2018/19 to 1706 in 2019/20. The diversification of the student body can be attributed to the efforts of the Global Relations Office (GRO) in recruiting non-EU students and the 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).

Enrolment of students from Northern Ireland (NI) in Trinity programmes continued to be a challenge, with the uncertainty posed by Brexit presenting further challenges. While applications from NI decreased for the second year in a row in 2019/20, the conversion of offers to acceptances increased to 51%, from 36% the previous year. This resulted in a total of 106 students from Northern Ireland in 2019/20, compared with 85 the previous year. Conversion of offers to acceptances also increased to 57% in 2019/20 from 54% in 2018/19 for students entering Trinity through the Northern Ireland Feasibility Study (NIFS).

New entrants (23.5%) to Trinity were through alternative admissions routes consisting of Trinity Access Programmes (TAP) Foundation Courses for Mature Students and Young Adults, mature nursing and the mature dispensation scheme, the DARE and HEAR schemes, and Further Education & Training (FET) entry routes. This is an increase on 2018/19 and brought Trinity closer to achieving its objective of 25% of under-represented groups registered on undergraduate programmes. The Widening Participation Group concentrated its efforts on identifying ways of promoting awareness of FET entry routes into Trinity programmes with a

presentation delivered to ETBI FET Directors in May 2020 (the group held three meetings in 2019/20 with one cancelled due to the onset of Covid-19). In addition, the group has worked to develop systems to more precisely identify students from these various entry routes and track their academic progress as a means of providing necessary data for strategic decisions around admissions and academic supports for different cohorts.

### Part III Student Lifecycle Post-Admission

There were 3,189 new entrants to Trinity in 2019/20 as of 10 March 2021 with a retention rate of 96% achieved.

The percentage of students achieving a Gold Medal as a proportion of the overall number of first-class awards in 2019/20 (185) decreased by 3.5% from 2018/19, from 22% to 18.5%, despite a significant increase in the overall proportion of students awarded a First-Class Degree. Ninety-two (92) Gold Medals were awarded to females and 93 to males in 2019/20.

The AR Annual Report highlights another sharp decrease (53%) in the number of cases submitted to the Courts of First Appeal from 2018/19 following the reassessment period in 2019/20. This can be attributed to the introduction of semesterised assessment and new progression and award regulations introduced in 2018/19 and the measures to mitigate the risk of Covid-19.

For the second year running there was a decrease in the number of examination sittings from 85,023 in 2018/19 to 76,765 in 2019/20. However, the COVID-19 pandemic makes it difficult to undertake meaningful comparisons, as many exams were scheduled and then cancelled in March.

## Part I: Overview of Developments: 2019/20

### 1 Overview of Developments 2019/20

A number of developments took place during 2019/20 and these are presented below under 'Partnership Agreements and Course Developments', the 'Trinity Education Project', 'Response to COVID-19', 'Widening Participation and Entry Routes', and 'Policies'.

#### 1.1 Partnership Agreements and Course Developments

During 2019/20 Council approved several proposals related to collaborations with other institutions, both international and domestic. It approved an agreement for an articulation route into the Engineering programme for students from the International Centre for Applied Sciences, Manipal University. Eligible students, up to ten per year, who complete two years in Manipal University in one of Civil Engineering, Computer Science and Engineering, Electrical and Electronic Engineering or Mechanical Engineering may enter the third year of Trinity's Engineering programme into the corresponding stream. Four additional dual-degree programmes with Columbia University were approved, under the existing agreement, in the areas of Neuroscience, Geoscience, Philosophy and Religion, bringing to 11 the total number of these programmes with Columbia. Council also endorsed a new 30 ECTS credit programme leading to a Certificate in Christian Theology and Practice, expanding the collaboration between the School of Religion in Trinity and the Church of Ireland Theological Institute.

Coming under the E3 (Engineering, Environment, and Emerging Technologies) banner, Council approved the integrated five-year undergraduate/postgraduate course in Environmental Science and Engineering; a proposal developed by the Schools of Engineering and Natural Sciences in collaboration. Students who enrol on the programme will complete three common years before focusing on either Applied Environmental Science or Environmental Engineering. Students may leave after four years with a Bachelor degree related to their area of focus, or carry on to complete a fifth year, after which they are eligible for two awards, a Bachelor and a Master degree.

Proposals to introduce Linguistics and Social Policy as new subjects within the Trinity Joint Honours structure were approved by Council in May 2020. Council endorsed the discontinuation of the stand-alone programme in Sociology and Social Policy to coincide with the start date of the subject in Social Policy, recognising that this combination would be available within Trinity Joint Honours instead. Council also endorsed the introduction of a minor subject in Statistics for students undertaking the single subject Mathematics programme.

In relation to validated courses, Council approved the proposal for a one-year part-time course within the existing two-year part-time Diploma in Music Teaching and Performance course delivered in the RIAM. Students completing the one-year part-time course, who choose not to progress to the second year, may graduate with a Certificate award from 2020/21.

## 1.2 Trinity Education Project

The completion of 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 2019/20, the implementation of TEP continued with the first intake of students into Phase II programmes. Given the planned close-out of TEP in September 2020, several proposals were developed and endorsed during the academic year to ensure that features of TEP would be mainstreamed and embedded post-TEP.

At the start of the academic year, Council approved the slower phasing-in of certain aspects of the Common Architecture to ensure a more manageable roll-out. This included offering the new minor subject to Single Honours students only in the initial phase, specifying minimum subject credit requirements in the second year for students who wish to leave with a Single Honours award and limiting the roll-out of standard open modules to certain programme types. During the year, Council agreed on mechanisms related to student pathway choices, the allocation of places on new minor subjects, and principles and allocation mechanisms for open modules. It also approved recommendations contained within the proposal 'Re-assessed, Deferring, Off-Books, Repeat Year, Course Transfer, Visiting Students, and Facilitating Pathway Module Selection' for students who, for whatever reason, fall outside standard progression arrangements.

To assist Schools with the provision of information, advice and guidance to students making choices at the end of their first year, the TEP Office and Academic Affairs, Trinity Teaching and Learning (TT&L) delivered workshops to Schools offering programmes on the Common Architecture. A number of online resources were also developed to provide students with guidance on pathway choices within the common architecture. These consisted of an introductory video fronted by the Senior Lecturer/Dean of Undergraduate Studies, interactive tools to plot pathways, explanatory case study videos and a set of Frequently Asked Questions.

Council approved a proposal to enable Co- and Extra- Curriculum reflection through the use of a guided reflection tool and the embedding of this guided reflection within the student lifecycle. The guide reflection tool was made available online via the Student Life website.



During the course of the year Council approved five new Trinity Elective modules for delivery in 2020/21. These were 'Becoming Human: The Science of Us', 'Ancient Culture Lab: Homer's Experience and the Greek Language', 'Latin: One Language, Many Cultures', 'How to Live Long and Prosper –A lifespan approach' and 'Contemporary Art Angles'; the latter module being delivered by the National College of Art and Design to their students along with 25 students from Trinity. In February 2020, it endorsed the proposal 'Proposal for Mainstreaming of Trinity Electives: Academic and Operational' and the establishment of the Trinity Electives sub-committee as a sub-committee of the Undergraduate Studies Committee (USC).

In May 2020, Council considered and approved recommendations from the Senior Lecturer/Dean of Undergraduate Studies on 'Integrating Non-Pillar Subjects' whereby subjects within certain standalone two-subject courses would be brought into Trinity Joint Honours, from 2021/22 onwards. These include Business, Computer Science, Political Science, and Law. The integration of these subjects into the pillar system ensures that they can be timetabled appropriately within the shared structure enabling a set of new Joint Honours combinations to be offered, including, for example: Law and History, Computer Science and Geography, Political Science and Social Policy. The additional inclusion of Linguistics and Social Policy into the pillar system also led to numerous new subject combinations. With these subjects integrated, the Joint Honours system is now on a stable footing, and will readily accommodate new subjects or combinations in the future.

Given the significant changes presented by the Common Architecture and the need for the coordination of Trinity Joint Honours offerings and the shared elements of the Common Architecture, as well as potential future developments, Council agreed to a proposed management structure for the new Undergraduate Common Architecture. This has led to the establishment of the new role of Associate Dean of Undergraduate Common Architecture, the setting up of the Undergraduate Common Architecture Governance Committee, constituted as a sub-committee of USC, and the creation of the Undergraduate Common Architecture Office.

Collectively, these developments have finalised the overarching structure of the TEP Common Architecture, ensuring timetabling compatibility and stability, the availability of new minor subjects, open modules and Trinity Electives, pathway flexibility for Single Honours, Joint Honours, and common entry students, active governance and leadership, and a stable platform for future curricular development.

### 1.3 Response to COVID-19

Initial plans to respond to the COVID-19 pandemic were put to Council in March 2019. These involved a rapid shift to online teaching and learning and extensive preparations to allow online assessments. Over the course of the remainder of the academic year these recommendations were refined, and additional measures were approved, to respond to the evolving situation and to meet public health guidelines. Mitigating measures concerning assessment and progression included:

- Extension of the formal assessment and reassessment sessions.
- The conversion of in-person examinations to real-time online examinations, take-home open book examinations or written assignments, with appropriate deadlines applied for the latter two assessment types.
- Pro-rating continuous assessment marks where sufficient work had already been completed for a module and passed.
- Students permitted an automatic right to defer assessments.
- Enhancing the discretionary powers of courts of examiners.
- Degree year students permitted to re-sit assessments in passed modules, in order to improve their grades.
- Permitting failed semester two modules to be passed by aggregation provided the student achieved an overall pass mark for the year; this measure was not extended to the reassessment session.
- Indication on transcripts of modules completed during COVID-19.
- For assessments deferred to the reassessment session, a second attempt was permitted in an additional session ahead of the start of the new academic year.

Council also approved a set of flexible assessment accommodations for students who were out on Erasmus or other types of student exchanges.

Looking to the 2020/21 academic year, a sub-group of the Executive Officers' Group, 'the Phased Resumption of Activities on Campus', chaired by the Provost, was established. Council approved its proposals in relation to a revised academic year structure with a delayed start to the teaching year, with classes resuming on 28 September 2020, and with semester one assessments scheduled for after Christmas. Due to the delay in the release of calculated grades for Leaving Certificate students, Trinity was required to delay the start date for first year students by a further week.

All of these measures allowed teaching and learning to continue despite the unfolding and ever-shifting crisis and for semester two assessments in 2020 to be completed for all courses. This achievement represented a tremendous collective effort on the part of colleagues across the whole university. Academic, technical and administrative staff in all areas are to be commended for their remarkable efforts during this crisis, ensuring that students could complete their year of study. Special thanks are due to colleagues in Academic Registry, Academic Practice, and IT Services for their work in enabling the online pivot.

#### 1.4 Widening Participation and Entry Routes

The Asylum Seekers Access Provision Scholarship (ASAP) was established, in April 2019, to support the entry of four students from Direct Provision Centres to Trinity by covering their course fees; providing an annual stipend of €1,500 and access to a laptop; and providing free meals and public transport costs. Based on the initial implementation of the scholarship scheme, Council was presented a report on ASAP for 2019 and with recommendations for 2020. These recommendations, which were endorsed, included the lifting of restrictions to courses which require Garda vetting as this can now be conducted for asylum seekers, the relaxation of a

compulsory component abroad in certain courses (to be decided on a case-by-case basis) and the requirement for residency within a Direct Provision Centre also to be considered on a case-by-case basis.

The Widening Participation Group (WPG), a subcommittee of USC aims to support Trinity in achieving its strategic objectives on creating a diverse and inclusive undergraduate student body, met on three occasions in 2019/20. The WPG will advocate for and oversee progress in widening participation for underrepresented groups across university life, and will oversee and monitor data on access, participation and retention for widening participation cohorts. It will report its progress to USC on an annual basis.

Building on the expansion of FET entry routes in 2018/19, new FET routes were approved for entry into a significant number of courses in 2019/20 for entry in 2020/21. In November 2019, Council approved FET entry into 26 stand-alone programmes and 22 different subjects within Trinity Joint Honours. In June 2020, entry into a further three stand-alone programmes was approved for the 2021/22 academic year.

## 1.5 Policies

A number of existing policies and procedures were updated during 2019/20. Revised versions of the following were ratified by the USC and/or Council. Where relevant, these were also presented to the Graduate Studies Committee (GSC).

- Academic Awards Policy
- Appeals Policy
- Admissions and Transfer Policy
- Plagiarism Policy
- Programme Handbook Policy
- Recognition of Prior Learning
- Student Partnership Policy
- Timetabling Policy and Procedures

In addition, Council approved the following new policies and procedures:

- Internships and Placements Policy
- Procedures for the Recognition of Foreign Qualifications
- Assessment: Procedures for the non-submission of coursework and absence from examinations

## Part II: Admissions

### 2 Composition of the undergraduate student body

In 2019/20 there were 13,384 registered students on undergraduate programmes in Trinity (71% of the total student population), which is consistent with 2018/19 (72%). There were 1,706 non-EU undergraduate students, a slight increase on 2018/19 (1,677) (ref: AR Annual Report, 2019/20, Table C1(a) pg. 35).

The sections below present profiles of the undergraduate non-EU and EU student population, Northern Ireland admissions, and students entering Trinity through alternative access routes.

#### 2.1 Non-EU Undergraduate Students

Table C1(a) (AR Annual Report, 2019/20, pg. 35) reports a slight increase in the number of non-EU undergraduate students (including the Foundation programme) by 34 from 2018/19 to 2019/20. Non-EU students accounted for 13% of the 2019/20 undergraduate student population.

The increase in non-EU students attending Trinity from 2015/16 to 2019/20 may be attributed to the efforts by Global Relations to recruit international students to meet the Trinity Strategic Plan 2014-19 target of 18% of the overall student population (UG and PG). This target was almost achieved in 2019/20 with non-EU students accounting for 17% of the overall student population (UG and PG). Articulation Agreements and dual-degree programmes have likely contributed to this growth.

Undergraduate registrations<sup>1</sup> for year 1 from 2017/18 to 2019/20 (see Appendix I: Total undergraduate year 1 registrations 2019/20-2015/16) saw an increase in the number of non-EU registered students in programmes in the Arts, Humanities and Social Sciences (AHSS) (an increase of 40 students), Engineering, Mathematics and Science (EMS) (an increase of 48 students), Health Sciences (an increase of 25 students) and Multi-Faculty (an increase of 25 students). The increase in the number of non-EU students entering programmes across all Faculties may be attributed to an increase in the number of students (47) entering such programmes through the International Foundation Programme (IFP) (see below for more information) and an increase in the number of direct entry registrations from 1,769 (2018/19) to 1,967 (2019/20) (ref: AR Annual Report, 2019/20 pg. 19).

In 2019/20 Council approved four dual-degree programmes with Columbia University and one Articulation Agreement with the International Centre for Applied Sciences, Manipal University (ref: Academic Affairs' Annual Report, 2019/20 <https://www.tcd.ie/teaching-learning/academic-affairs/reports/assets/pdfs/acadaff-annual-report.pdf>). Thirty-nine (39) students were admitted

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<sup>1</sup> Undergraduate (UG), UG Validated and UG Visiting programmes.

to dual-degree programmes in English Studies, European Studies, History, Middle Eastern & European Languages and Cultures (ref: AR Annual Report, 2019/20, pg. 25).

Trinity's partnership agreements with Thapar University in Engineering and Singapore IT in four programmes across the Health Sciences led to 63 (Thapar) and 43 (Singapore IT) student registrations in 2019/20. The agreement between Trinity and Singapore IT came to an end in 2019 with an intake of students to Occupational Therapy and Physiotherapy.

The International Foundation Programme (IFP)<sup>2</sup> delivered by MIE and validated by Trinity was established in 2016. It caters for non-EU students whose second level terminal examination does not qualify them for direct entry to full-time undergraduate degree programmes in Trinity. Students can register for one of two pathways – pathway A prepares students to enter Arts and Social Sciences programmes and pathway B, Engineering, Health Science and Science programmes.

In 2019/20 MIE processed a total of 206 applications (a decrease of 14 from 2018/19) resulting in 65 registrations (80 registrations in 2018/19), with representation from 13 countries including Saudi Arabia, China, Kuwait, Oman, Russia, and Turkey. Thirty-two percent (32%) of the participants joined pathway A while 68% joined pathway B. While there was a decrease in the number of applications and registrations to the IFP in 2019/20 the volume of applications and queries for the programme remains high. Global will target campaigns in multiple markets to continue its diversification strategy and reduce reliance on China and the Middle East.

## 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 2019/20 (3,530). In 2018/19 there were 3,515 registered EU students (see Appendix I: Total Undergraduate Year 1 Registrations 2019/20 - 2015/16).

EU students apply to Trinity via the CAO and the proportion of CAO applicants to Trinity (as a proportion of CAO applicants to the University sector) has remained stable at 13% (ref: Figure B2, AR Annual Report, 2019/20, pg. 14). The ratio of applications to quota and of eligible applications to quota has remained stable over the last three admission cycles. The ratio of first preference applications and eligible first preference applications to quota decreased slightly on 2018/19 with Trinity receiving 7,611 first preference CAO applications in 2019/20 compared to 7,616 in 2018/19, resulting in Trinity attracting 16% of all first preference applications across the sector. Two other Institutions, University of Maynooth and UL recorded a 1% increase in first

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<sup>2</sup> 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).

preference applications while UCD recorded a decrease of 1% in 2019/20 (ref: AR Annual Report, 2019/20, pg. 14).

### 2.3 Demographic Breakdown of EU applicants and entrants

In 2019/20, 88% of all CAO applicants were from the island of Ireland (see Appendix II: Table A21 Full Breakdown of CAO applications to Trinity). Other EU applicants (including Britain) and non-EU students applying through the CAO constitute 12% of all CAO applicants. Previous Senior Lecturer's Annual Reports indicate stability in this profile.

In terms of the geographical spread of CAO applicants (including NI) from the island of Ireland, the overwhelming majority in 2019/20 were from Dublin and Leinster (76%). There has been very little variation in this profile year on year and this has been reported in previous Senior Lecturer's Annual Reports. In relation to new entrants from the island of Ireland, 74% were from Dublin and Leinster, which represents a decrease from 2018/19 (81%), slightly less than the applicant profile (ref: AR Annual Report, 2019/20, Appendices – Table C4 Distribution of Undergraduate New Entrants by County 2019/20 – 2016/17). Limited accommodation availability and costs associated with living in Dublin are likely to be factors in applicants' decision-making when choosing a Higher Education Institution (HEI) to attend.

### 2.4 Northern Ireland Admissions

The 2017/18 Senior Lecturer's Annual Report reported an overall increase of 60% in the number of applicants from Northern Ireland (NI) from 2014/15 to 2017/18. The growth was attributed in part to the Northern Ireland Engagement Programme (NIEP), launched in 2013<sup>3</sup> with the aim of re-engaging with schools across NI to increase the number of NI students registered for undergraduate programmes in Trinity.

2019/20 (593) saw a decrease in the number of applicants from NI from 2018/19 (763). Of the 593 applicants, 168 applied via the NI Feasibility Study, an increase on 2018/19 (153) and 425 through the standard route. The decrease in the number of applications is likely to be attributed to the uncertainty arising from Brexit and the long-term EU fee status of NI students.

The number of offers made to NI Feasibility Study students decreased from 2018/19 (54) to 2019/20 (44); however, the conversion of offers to acceptances increased to 57% in 2019/20 from 54% in 2018/19. Overall, the conversion of offers to acceptances in respect of all NI applications to Trinity increased to 51% from 36% (in 2018/19) (see Table B7 below). This increase in acceptances may be attributed to assurances provided by the Department of Education and Skills that all UK entrants in 2019 will be entitled to 'free-fees' for the duration of their degree. The

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<sup>3</sup> Students seeking entry via the Feasibility Study are required to apply through the CAO in the normal way 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. A maximum of 3 places (depending on the course quota) are set aside in all courses (excluding Medicine), which students from NI can access with 3 A-levels. Students have to present with the minimum profile of ABB and meet course-specific requirements. They are ranked on merit.

timing of the announcement by the Department was quite late and may not have been widely known at the time of CAO application and thus may have had an impact on applications.

**Table B7: Northern Ireland Feasibility Study applicants, offers and acceptances 2019 – 2015 (source: AR Annual Report 2019/20, pg. 23).**

Year	NI Applications to Trinity	Trinity Offers made to NI Students	Acceptances
<b>2019</b>	593 (168 Feasibility Study)	163 (Standard) 44 (Feasibility Study) <b>Total 207</b>	81 (50%) 25 (57%) <b>Total 106 (51%)</b>
<b>2018</b>	763 (153 Feasibility Study)	181 (Standard) 54 (Feasibility Study) <b>Total 235</b>	56 (31%) 29 (54%) <b>Total 85 (36%)</b>
<b>2017</b>	964 (263 Feasibility Study)	207 (Standard) 81 (Feasibility Study) <b>Total 288</b>	65 (31%) 40 (49%) <b>Total 105 (36%)</b>
<b>2016</b>	928 (192 Feasibility Study)	197 (Standard) 48 (Feasibility Study) <b>Total 245</b>	79 (40%) 23 (48%) <b>Total 102 (42%)</b>
<b>2015</b>	754 (211 Feasibility Study)	176 (Standard) 68 (Feasibility Study) <b>Total 244</b>	74 (42%) 33 (48%) <b>Total 107 (44%)</b>

Source: Combination of Central Admissions Office (CAO) & SITS

Improving the conversion of offers to acceptances and registrations is clearly one of the key challenges for NIFS. 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 through the use of social media and other forms of digital marketing. The Global Office is currently exploring ways of enhancing its digital marketing activity in NI, as NI student recruitment is part of the Global Relations Strategy 3 (GRS 3).

2019/20 was the fifth year of the NI Feasibility Study and while it cannot continue indefinitely, it sends out a clear message of 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.

## 2.5 Alternative access routes and widening participation

There are a number of successful alternative access routes for widening participation groups such as HEAR, DARE<sup>4</sup>, CDETB FET<sup>5</sup> links, TAP Foundation programmes for young adults and mature students, mature nursing and the mature student dispensation scheme. Within the HEAR and DARE scheme, students may enter on full or reduced points.

The Trinity Strategic Plan, 2014-19 aimed to increase “the percentage of under-represented groups enrolled on undergraduate courses to 25% in 2019” (Strategic Plan 2014-19, pg. 20). The data presented in Table 2.5 below indicates that 23.5% of students admitted to undergraduate programmes entered Trinity via Alternative Admission Routes. While this represented an increase on 2018/19 (22%) it fell short of the Trinity Strategic Plan 2014-2019 target of 25% and remains a target of the Trinity Strategic Plan 2020-25.

Table 2.5 reports a total of 270 students entering Trinity through DARE in 2019/20, an increase on 2018/19 (247), however, it is important to note that this does not reflect the number of students with a disability in Trinity due to a significant number of students registering with the Disability Service during the academic year (see Disability Service Annual Report, 2019/20<sup>6</sup>). 2019/20 is the first year that data is available by Faculty (Table B3 below), and the Faculty of Health Sciences accounts for the largest total as a percentage of Faculty (34%), followed by the Faculty of Arts, Humanities and Social Sciences (18%).

**Table 2.5: Undergraduate student admissions by Alternative Entry Routes (source: data provided by AR and TAP on 30 April 2021).**

Entry Route	No. of students
DARE (Merit offer) ^	78
DARE (Reduced points offer) ^	192
ex Foundation into full degree (Mature)	22
ex Foundation into full degree (Young Adult)	32
FETAC/QQI	41
HEAR (Merit offer)	36
HEAR (Reduced points offer)	120
Mature	133
<b>Grand Total (alternative entry routes)</b>	<b>654</b>
<b>No. of CAO entrants</b>	<b>2781</b>
<b>Total % of new entrants (alternative entry routes)</b>	<b>23.5%</b>

^ Represents entry routes only (excludes students who subsequently register with the Disability Service post entry).

<sup>4</sup> 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.

<sup>5</sup> Further Education via the City of Dublin Education and Training Board.

<sup>6</sup> <https://www.tcd.ie/disability/policies/annual-report-stats.php#1920>



**Table B3: Undergraduate New Entrants by Alternative Admission Routes by Faculty, by Gender 2019/20**  
(Source: AR Annual Report 2019/20).

	Arts, Humanities & Social Sciences		Engineering, Mathematics & Science		Health Sciences		Multi-Faculty		Totals
	Male	Female	Male	Female	Male	Female	Male	Female	
HEAR (Socio-economically disadvantaged)*	10	35	24	19	14	40	3	6	151
Mature students	11	21	3	6	16	71	1	4	133
DARE (students with a disability)*^	46	47	49	17	15	61	18	17	270
<b>Totals for Alternative Entry Routes</b>	<b>67</b>	<b>103</b>	<b>76</b>	<b>42</b>	<b>45</b>	<b>172</b>	<b>22</b>	<b>27</b>	<b>554</b>
<b>Total CAO Entrants 2019/20</b>	<b>963</b>		<b>832</b>		<b>629</b>		<b>357</b>		<b>2,781</b>
<b>Total as a % of Faculty new entrants - CAO</b>	<b>18%</b>		<b>14%</b>		<b>34%</b>		<b>14%</b>		<b>20%</b>

\*Includes merit and reduced points.

^ Represents entry routes only (excludes students who subsequently register with the Disability Service post entry).

Table B5(a) from the AR Annual Report, 2019/20 presents data relating to the number of students applying for admissions via the Mature Students Dispensation Scheme. The number of students applying continued to decrease in 2019/20 and was down 10% from 2018/19. Seventy-one students registered, which is a decrease from the previous year (112). The decrease, which has occurred across the sector is attributed to a stronger economy and high employment rates.

**Table B5(a): Analysis of students admitted via Mature Students Dispensation Scheme, by Faculty 2019 – 2015 (Source: AR Annual Report 2019/20)**

Details of applications	2019	2018	2017	2016	2015
Number of applicants	583	652	744	717	764
Number of places offered	100	135	122	136	100
Number of Students Registered by Faculty					
Faculty	2019	2018	2017	2016	2015
Arts, Humanities & Social Sciences	32	48	57	57	49
Engineering, Mathematics & Science	9	13	17	23	15
Health Sciences	25	27	18	25	25
Multi-faculty	5	24	22	22	20
<b>Total students registered</b>	<b>71</b>	<b>112</b>	<b>114</b>	<b>127</b>	<b>109</b>

The decrease in MSDS students is in line with the Seasonally Adjusted Unemployment Rate which was 4.8% in December 2019 and barriers, including financial, faced by prospective students.

It is important to note that while the above tables represent students admitted through alternative entry routes, they do not represent all Socio-Economically Disadvantaged (SED) students admitted to first year. For instance, Equal Access Data from the Higher Education Authority (HEA) demonstrate that approximately 447 students from SED categories registered in

first year of undergraduate study 2014-18, many of whom did not enter via these routes. In addition, a further 199 Mature Students were captured during Equal Access Data survey and 1,928 for the Fund for Students with a Disability (FSD).

The College's Strategic Plan 2014-19 set a 25% target, the National Access Plan 2015-19 and the Higher Education Authority's (HEA) System Performance Framework 2018-2020 have set specific targets for students progressing from the FET sector. Trinity has made available approximately 100 places through the approval of FET entry routes into a number of undergraduate programmes. FET entry routes to Law, Global Business and BESS were approved by Council in January 2019 and additional places for entry into eight programmes in 2020/21 were approved in November 2019.

In 2018, Trinity embarked on the first cycle of the Programme for Access to Higher Education (PATH) in collaboration with partner HEIs in Leinster Pillar 1<sup>1</sup>. The collaboration aims to increase the number of non-traditional students from six target groups (entrants progressing from FET, first time mature students, low SES students in DEIS schools, lone parents, Irish Traveller students, and students with a disability) entering and successfully completing third-level. To this end, Leinster Pillar 1 is delivering the 1916 Bursary scheme, a cross-community mentoring programme, a summer programme to introduce students to Creative Arts course and career options, open-learning modules across four HEIs, and, finally it aims to position Dublin as a UNESCO City of Learning.

The WPG, a sub-committee of USC held its first two meetings in 2018/19 with three meetings held in 2019/20 and a fourth meeting cancelled due to the onset of Covid-19. The focus of the Group has been to progress work on developing a single source of reliable data for students entering Trinity through alternative entry routes and in tracking their progression and retention. The WPG has concentrated its efforts on identifying ways of promoting awareness of FET entry routes into Trinity programmes with a presentation delivered to ETBI FET Directors in May 2020 and with FET Entry routes featuring more prominently in the College undergraduate prospectus. In addition, work began on a designated FET progression pathways prospectus for the 2020/21 intake of students.

## 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 2019/20, 22 students were admitted: Law (10), History (10), Ancient and Medieval History and Culture (2). In 2019, a total of 232 students applied to participate in the Study compared to 244 in 2018/19 and 244 in 2017/18.

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, RPR<sup>7</sup> 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 CAO system, regardless of background (Interim Report 2015). It has been accepted that TAFS as a feasibility study cannot continue indefinitely. In April 2019, Council approved the extension of TAFS for a further two-year period to gather additional data and establish if the Study should be expanded or extended (CL/18-19/158.1). Alternative mechanisms for widening access to Trinity will continue to be explored through the WPG and the Irish University Association (IUA) Task Group on Reform of University Selection and Entry.

## 2.7 Asylum Seekers Access Provision (ASAP) Scholarships

In April 2019, Council approved a proposal to support the entry of students who are asylum seekers and who meet the criteria set out for entry to Trinity under a Scholarship initiative ASAP (CL/18-19/159). ASAP applies to students in Direct Provision who have taken the Irish Leaving Certificate and who are unable to take up CAO offers of places in Trinity due to their classification as non-EU students. The ASAP Scholarship approved by Council supports the entry of four students from Direct Provision Centres within commutable distance to Trinity by covering their course fees, providing an annual stipend of €1,500 and access to a laptop, and providing free meals and public transportation costs.

The application process and selection criteria approved by Council included the completion of a scholarship application form and the provision of supporting documentation to Trinity with offers of support made to students in mid-August after the first round of CAO offers. Nineteen (19) applications were received under the initiative for 2019/20 entry and two Scholarships were awarded<sup>8</sup>.

## 2.8 Entrance Exhibition Awards

The implementation of the new eligibility criteria for the award of Entrance Exhibitions, approved by Council in October 2017 was introduced in 2018/19. The new eligibility criteria determined that students who achieved the highest points among Trinity entrants from their secondary school and a minimum of 500 points, including bonus points for mathematics in the Leaving Certificate examination, or EU/EEA equivalent, would receive an Entrance Exhibition Award.

In 2019/20, 452 new entrants were awarded an Entrance Exhibition, having achieved a minimum points score of 500 in the Leaving Certificate or equivalent (ref: AR Report, 2019/20, pg. 26). This compares with 439 awards in 2018/19. The 2019/20 cohort came from 379 different schools

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<sup>7</sup> 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.

<sup>8</sup> In addition, two places were offered on the TAP Foundation Course for 2020/21 with deferred ASAP Scholarships for 2021/22 based on the ASAP Scholarship allocations.

(379 in 2018/19) from 31 countries in Ireland. Students from 23 EU and 1 non-EU country (Singapore) were also awarded an Entrance Exhibition.

Table B11 below presents data relating to Entrance Exhibition Awards by Faculty and Gender. The Faculty of EMS presented the highest number of Entrance Exhibition Awards (182) followed by Health Sciences (114) in 2019/20.

**Table B11: Entrance Exhibition Awards by Faculty, by Faculty and Gender, 2019/20 – 2016/17 (source: AR Annual Report 2019/20, pg. 26).**

Faculty	2019			2018			2017			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
AHSS	38	73	111	48	83	131	64	107	171	36	77	113
EMS	121	61	182	96	51	147	118	74	192	84	53	137
HS	44	70	114	44	63	107	52	90	142	58	108	166
MF	22	23	45	21	33	54	36	39	75	10	21	31

Source: SITS

## Part III: Student Lifecycle Post-Admission

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

The Strategic Plan 2014-19 set 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. This section of the Senior Lecturer's Annual Report presents data relating to students' progression and retention for programme years 1-5 for the academic year 2019/20. The data presented for first-year students includes the category 'new entrant', defined by the HEA as 'undergraduate students entering third-level for the first time'. Data on progression and retention is also included for the categories, EU and non-EU students, gender, and students who entered Trinity through alternative entry routes.

#### 3.1 Undergraduate Student Retention Analysis

##### 3.1.1 General Overview

Table 3.1 presents the total number of registered students on Trinity undergraduate programmes in 2019/20 following data cleansing. For the purposes of the progression and retention data presented in this section, 406 students were removed from the analysis, leaving a total of 11,890 registered students on undergraduate programmes.

**Table 3.1: Retention Analysis Profile of Students excluded from analysis (source: data provided by AR on 10 March 2021).**

Student Status	Number of students
<b>Undergraduate (including validated programmes)</b>	12,296
Diploma and Professional Diploma	-102
Students off books	-147
Students off books assessment	-75
Medical Internship	-76
Student Union Officer	-6
<b>Total number of students</b>	<b>11,890</b>

##### 3.1.2 Undergraduate new entrants: Progression and Retention Profile

Table 3.2 presents data relating to new entrants for 2019/20. A 94% progression rate was achieved from year 1 to year 2, which is greater than the 90% target presented in the Trinity Strategic Plan 2014-2019. It also represents an increase on the 2018/19 retention rate (91.5%).

Retention is defined as students who progressed, repeated year 1 and who transferred to another course within Trinity. The data presented in Table 3.2 reveal an overall retention rate of 96%, which is the same as achieved in 2018/19. However, in comparing the data with 2018/19, a smaller percentage of students transferred to another course in 2019/20 (1.8%) compared to 2018/19 (2.7%), and in 2019/20, 0.4% of students repeated the same course compared to 1.9% in 2018/19.

**Table 3.2: New Entrant Data Year 1, 2019/20 (source: data provided by AR on 10 March 2021)**

Standing & Retention	Student No.	%
<b>Year 1</b>	<b>3189</b>	<b>100.0%</b>
Progressed Same Course	3001	94.1%
Repeat same course	13	0.4%
Transferred to another course	56	1.8%
Not Retained	119	3.7%
<b>Grand Total</b>	<b>3189</b>	<b>100.0%</b>

Table 3.3 presents new entrant data by Faculty. There is some variance across Faculty for student progression to year 2 with the Faculty of Health Sciences (FHS) achieving a same course progression rate of 97% (94% in 2018/19), the Faculty of Arts, Humanities and Social Sciences (FAHSS) achieving a progression rate of 95% (93% in 2018/19), the Faculty of Engineering, Mathematics and Science (FEMS) achieving a 93% progression rate (91% in 2018/19), and Multi-Faculty achieving an 90% progression rate (85% in 2018/19), which means that all Faculties achieved the Trinity Strategic Plan target of 90%. Improved progression rates for FHS, FAHSS and FEMS may be attributed to the introduction of the semesterisation and supplemental examinations.

**Table 3.3: New Entrant Data by Faculty 2019/20 (source: data provided by AR on 10 March 2021)**

Standing & Retention	FAHSS		FEMS		FHS		MF		Total	
	N	%	N	%	N	%	N	%	N	%
<b>Year 1</b>	<b>1093</b>	<b>100%</b>	<b>904</b>	<b>100%</b>	<b>772</b>	<b>100%</b>	<b>420</b>	<b>100%</b>	<b>3189</b>	<b>100%</b>
Progressed Same Course	1037	94.9%	841	93%	746	96.6%	377	89.8%	3001	94.1%
Repeat same course	4	0.4%	5	0.6%	0	0%	4	1.0%	13	0.4%
Transferred to another course	10	0.9%	21	2.3%	6	0.8%	19	4.5%	56	1.8%
Not Retained	42	3.8%	37	4.1%	20	2.6%	20	4.8%	119	3.7%
<b>Grand Total</b>	<b>1093</b>	<b>100%</b>	<b>904</b>	<b>100%</b>	<b>772</b>	<b>100%</b>	<b>420</b>	<b>100%</b>	<b>3189</b>	<b>100%</b>

Table 5 (data provided by Academic Registry on 10 March 2021) (see Appendix III: Table 5 Retention and Progression Exit Award update 2019/20) presents data relating to student progression and retention by gender and Faculty. While there was some variability in student enrolments across the three Faculties according to gender, e.g. FHS [2300 female (76%) and 739 male (24%)], there is little difference in the progression and retention rate for males and females in FEMS and Multi-Faculty programmes. In both FAHS and FHS there is a 4% difference between males and females progressing on the same course from year 1, in both cases more females than males progress (FAHSS 96% females vs 92% males; FHS 98% of females vs 94% of males). In comparison with the previous year, which saw 11% of males on Multi-Faculty programmes transferred to another course compared to 4% of females, in year 1 of 2019-20 5% of females and 4% of males transferred to another course from Multi-Faculty programmes. This compares with an overall average of 2% of all year 1 students transferring to another course.

Examining the progression and retention of EU and non-EU students (new entrants), it can be seen from data presented in Tables 6 and 7 (see Appendices IV and V - data provided by Academic Registry) that there are some differences in the progression and retention rates of students from EU and non-EU countries across the Faculties. Non-EU student attrition is greater across all years, particularly in year 1 (NEU 5% vs EU 3.6%) and year 2 (NEU 3% vs EU 1.1). Caution is urged when interpreting this data due to the small number of non-EU students (10% of the undergraduate student population). However, there continues to be a need for greater student supports targeted at non-EU students as they transition to Trinity and to living in a new country that may have different cultural traditions than their countries of origin.

### *3.1.3 Undergraduate registered students: progression and retention*

This 2019/20 Senior Lecturer's Annual Report presents data on undergraduate student progression and retention across programme years. This data was presented for the first time in the previous Senior Lecturer's Annual Report (2018/19) and provides us with a snapshot of student progression and retention across five years of the student lifecycle for 2019/20, (see Appendix V, Table 7: Retention and Progression Exit Award update, provided by AR on 10 March 2021). From Table 7 the number of students 'not retained' decreases for each programme year, which is to be expected due to student attrition being at its highest in first year.

Delving deeper and examining data for both EU and non-EU student progression and retention by faculty across years 1 to 5 (see Appendix V, Table 7) highlights some differences across Faculty and years. Taking first-year, MF had the highest student attrition at 5%, while FHS had the lowest at 3% (in line with last year). Overall student attrition for 2019/20 across years was 2%. Of note is that of the total 203 students not retained across years 1-5 31(15%) are non-EU students, again suggesting that this group of students may benefit from additional supports. In addition, research into the reasons for attrition is required in order to address the issue.

Table 5 (Appendix III) provided by AR on 10 March 2021, presents data on student progression and retention by Faculty and gender across years 1 to 5. Examining student registration across the three faculties over the five years by gender, FEMS was the only faculty with significantly more

males (60%) than females (40%), but FHS had the largest difference between female (75%) and male (25%) representation. Similar patterns to last year are observed with slightly more females having progressed to the subsequent year of a programme than males. For Multi-Faculty, there was a far less pronounced difference than last year between the percentage of males (90%) vs females (89%) progressing to year 2, compared to 76% and 90% respectively in 2018/19.

Overall, a very small number of students repeated the same course across all years (under 1% in all years) while a small number transferred to another course, this route highest in Year 1, with 2% switching. Multi-Faculty programmes saw the highest number of students transferring to another course (female 5% vs male 4%) which year on year represents a slight increase from 3% for females, but a significant decrease from 11% for males. Table 3.4 below presents data on the profile of registered students for years 1 to 5 who were not retained.

**Table 3.4: Not-retained UG registered student profile across years 1-5, 2019/20** (summarised from Table 5, Appendix III)

Faculty	Not Retained	Gender		Fee Status	
		Female	Male	EU	NEU
FAHSS	74	35	39	102	17
FEMS	67	25	42	30	7
FHS	28	16	12	25	4
MF	34	23	11	12	3
<b>Grand Total</b>	<b>203</b>	<b>99</b>	<b>104</b>	<b>172</b>	<b>31</b>
<b>% of UG registered students not retained</b>	<b>2%</b>	<b>Female 49%</b> <b>Male 51%</b>		<b>EU 85% of not-retained</b> <b>NEU 15% of not-ret.</b>	

It will be some time before a comprehensive analysis can be undertaken to establish trends in student progression and retention across all years of a programme. Such an analysis will be able to provide us with some insights on the profile of students requiring support and the point in time when students will benefit most from tailored interventions during their time in Trinity.

### *3.1.4 Undergraduate registered students: progression and retention of students entering through alternative entry routes*

Data on the progression and retention of students who entered Trinity through alternative entry routes is presented in the report of the Widening Participation Group 2020/21 due to significant work been undertaken on capturing and ensuring the integrity of this data by the WPG in 2019/20 and 2020/21.



### 3.2 Award Classifications

The AR Annual Report, 2019/20 provides comparative data on the percentage of students achieving different award classifications (degree award) in 2019/20 (ref: AR Annual Report, 2019/20, pg. 65-69 Table E14).

There was a significant increase in the proportion of students awarded a First-Class Degree, from 25.5% in 2018/19 to 32% in 2019/20. As shown in Table 3.5, across the Faculties the highest percentage of First-Class Degrees was in FHS with 42%, more than double the percentage of the previous year (20.5%) and there was also a 12.5% increase in MF to 37.5%. In FEMS there was a 5.5% increase to 33.5% while FAHSS remained broadly similar to the previous year with 29% compared with 28.5% in 2018/19.

**Table 3.5: First-Class Degrees by Faculty 2019/20 and 2018/19 (summarised from AR Annual Report, Table E14, p65-69)**

Faculty	% First Class Degrees 2019/20	% First Class Degrees 2018/19
FAHSS	29%	28.5%
FEMS	33.5%	28 %
FHS	42%	20.5%
MF	37.5%	25%

It is possible that this grade inflation is somewhat explained by the measures introduced for assessment to mitigate the impact of Covid-19, such as changes made to assessment modalities, namely conversion of examinations to take-home examinations, assignments, course work; pro-rating continuous assessment to award student results, and the facility for students to re-sit modules (semester two only) they had passed where the grade contributed to their overall Degree result.

It is important that Trinity tracks trends in this space, not just with an internal focus, but also in relation to comparator institutions.

### 3.3 Gold Medals

In April 2018, Council approved 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 in line with TEP progression and award regulations. The change came into effect for the new entrant cohort in 2018/19 for TEP Phase 1 programmes and will come into effect in 2019/20 for the new entrant cohort in TEP Phase 2 programmes. Two Models for the award of Gold Medals were 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. It will be some time before the impact of the changes is known.

The percentage of students achieving a Gold Medal as a proportion of the overall number of First-Class awards in 2019/20 decreased by 3.5% from 2018/19, from 22% to 18% (see Table E19

below). This represents a decrease compared with the percentage of students achieving a Gold Medal as a proportion of the overall number of First Class awards over the last five years: 23% for the year 2016/17, 20% for the year 2017/18, and 22% for the year 2018/19. Of note, is that across all Faculties, the percentage of students awarded Gold Medals in 2019/20 decreased compared with 2018/19, despite an increase in the number of overall First-Class awards. As noted previously, there was an increase in the number of First-Class Degrees awarded, but the Gold Medal figures suggest that fewer of these awards achieved an overall degree mark of 75% or above.

**Table E19: Number of First-Class Degree and Gold Medals awarded by Faculty, 2019/20– 2015/16**  
(source: AR Report 2019/20, pg. 72)

Faculty	2019/20		2018/19		2017/18		2016/17		2015/16	
	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals
AHSS	315	34	287	37	242	33	190	30	190	13
EMS	316	81	240	69	204	63	235	70	171	41
HS	219	60	159	53	106	22	101	23	132	32
MF	127	10	90	12	60	7	81	16	78	14
<b>Total</b>	<b>1,003</b>	<b>185</b>	<b>776</b>	<b>171</b>	<b>612</b>	<b>125</b>	<b>607</b>	<b>139</b>	<b>571</b>	<b>100</b>

Source: SITS

Table E20 below presents the number of Gold Medals awarded by gender. In 2019/20, Gold Medals were awarded to 93 males and 92 to females.

**Table E20: Gold Medals awarded by Gender 2019/20 – 2015/16** (source: AR Report 2019/20, pg. 72)

Gender	2019/20	2018/19	2017/18	2016/17	2015/16
Male	93	80	65	80	48
Female	92	91	60	59	52
<b>Total</b>	<b>185</b>	<b>171</b>	<b>125</b>	<b>139</b>	<b>100</b>

Source: SITS

### 3.4 Student Cases

In January 2016, responsibility for managing Student Cases moved from TT&L to the Academic Registry, where there is a dedicated and integrated team which handles various stages of the student life cycle.

Table E2(a) below shows another sharp decrease (53%) in the number of cases submitted to the Courts of First Appeal following the reassessment period. This follows a drop of 68% last year. This may be attributed to a number of factors as follows, the introduction of semesterised assessment and new progression and award regulations introduced in 2018/19 (Special Examinations were no longer available from the academic year 2018/19), and the measures on assessment to mitigate the risk of Covid-19.

**Table E2(a): Undergraduate Student Cases: Courts of First Appeal 2019/20 - 2016/17 (source: AR Annual Report 2019/20, pg. 51).**

Courts of First Appeal	2019/20		2018/19		2017/18		2016/17	
	Annual	Reassess	Annual	Reassess	Annual	Suppl	Annual	Suppl
Engineering, Science, SCSS	0	8	0	11	2	45	9	30
Arts, Humanities & Social Sciences (FAHSS)	0	2	4	4	4	22	3	53
Law	2	2	10	3	5	11	6	64
Medicine, Nursing, Pharmacy, Therapy	0	8	2	18	6	64	2	11
Multi-Faculty (TSM)	0	3	0	1	1	6	2	11
<b>Total</b>	<b>2</b>	<b>23</b>	<b>16</b>	<b>37</b>	<b>18</b>	<b>148</b>	<b>20</b>	<b>158</b>
<b>Total for the year</b>	<b>25</b>		<b>53</b>		<b>166</b>		<b>178</b>	

Source: Extracted from AR Student Cases UG Daily Log

As noted in the Academic Registry Annual Report 2019-20, only two were cases were brought to the Courts of First Appeal in the annual session. The sharp decrease is related to the Covid-19 measures that were introduced in 2019/20 as referenced above. The measures included acceptance of requests for deferrals to the reassessment session on grounds of difficult personal circumstances with no supporting documentation required and use of an aggregation mechanism for modules failed in the second semester to facilitate a students' progression once the student achieved an overall pass mark for the year. This was also the first session where all exams were carried out fully online.

As a result of the many accommodations given to students this year because of Covid-19 Student Cases reported just one Academic Appeals case in 2019/20.

Table E4 below reveals that the statistics for 2019/20 and the previous year appear broadly similar, with fewer students requesting to go off-books in 2019/20 than in any of the previous four years, perhaps suggesting that the accommodations made in response to Covid-19 acted to support the retention of students.

**Table E4: Reasons for Undergraduate Students going off-books: 2019/20-2015-16 (source: AR Annual Report 2019/20, p53).**

Reasons for Off-books	2019/20	2018/19	2017/18	2016/17	2015/16
<b>Reason for Off-books (OBN)</b>					
Personal	67	69	80	93	83
Medical	115	130	131	94	50

Financial	13	17	19	19	19
Ad mis	6	8	13	13	7
Other	6	11	11	18	29
Health Reasons	2	3	5	7	41
Intercalation	8	7	16	5	22
Academic	15	7	5	4	10
Collaborative Programme	0	0	0	2	0
<b>Total OBN Cases</b>	<b>231</b>	<b>252</b>	<b>280</b>	<b>255</b>	<b>261</b>
OBA (Off-books with assessment)	184	167	206	182	214
<b>Total Cases (OBN+OBA)</b>	<b>415</b>	<b>419</b>	<b>486</b>	<b>437</b>	<b>475</b>

Source: AR Annual Report 2019/20.

### 3.5 Plagiarism

A Plagiarism Policy based on a set of shared undergraduate and postgraduate regulations on plagiarism was approved by Council in June 2015 and updated in 2019/20. The policy identifies four levels of plagiarism presenting the penalties associated with each; and the requirement that all students complete an online tutorial with a declaration that they have done so when handing in written work for assessment. Information on plagiarism is consolidated on a website hosted by the library and programme handbooks provide links to the website.

The recording of plagiarism cases at the module level in SITS became available in 2015. 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 (42) and 2018/19 (47). Plagiarism cases again increased by 28% to 65 in 2019/20 (ref. AR Annual Report, 2019/20 Appendices: Table E22). However, it is of note that 19 cases of level 3 plagiarism were related to one course and if this course is omitted from the analysis the number of cases in 2019/20 (46) is similar to 2018/19 (47).

The increase in 2019/20 may have been due to recording and reporting practices becoming more embedded. 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 educate students in relation to academic integrity. The establishment of a National Academic Integrity Advisory Network by Quality and Qualifications Ireland (QQI) will inform the development of national policy, regulations and practice guidelines in this area. Trinity is also establishing a working group on Academic Integrity to examine and revise its regulations and policy relating to plagiarism and examination infringement (data on examination infringement and plagiarism is located in Appendix VI: Examination Infringement and Plagiarism).

### 3.6 Examinations

Table E10(b) from the AR Annual Report below presents the breakdown of examination sittings from 2019/20 to 2015/16. The 2019/20 and 2018/19 data provide a breakdown of sittings for semester 1 and semester 2.

**Table E10(b): Breakdown of Examination Sittings, 2019/20 – 2015/16 (source: AR Annual Report 2019/20, pg. 59)**

Examination Sittings	2019/20		2018/19		2017/18	2016/17	2015/16
End of Year / Semester	Semester 1	34,280	Semester 1	32,139	62,430	61,046	75,778
	Semester 2	30,235	Semester 2	36,246			
Reassessments / Supplementals	2,874		3,644		4,107	3,926	4,260
Specials	24		-		98	109	147
Council Approved Annual	4,121		6,649		15,161	15,269	12,562
Council Approved Supplemental^	-		477		-	-	-
Term Tests	2,361		2,754		6,433	5,509	5,533
Foundation Scholarship	2,870		2,560		2,470	2,307	2,653
Other *	-		536		508	480	531
<b>Totals</b>	<b>76,765</b>		<b>85,023</b>		<b>91,207</b>	<b>88,646</b>	<b>101,464</b>

For the second year, the AR Annual Report 2019/20 reported a decrease in the number of examination sittings from 2017/18 (91,207) and 2018/19 (85,005), though there was an increase in the number of examination sittings scheduled in the formal assessment periods by 9.5% from 2017/18 to 2018/19. However, the report also notes that the COVID-19 pandemic makes it difficult to undertake meaningful comparisons. For example, although the number of Term Tests scheduled “was lower than 2018/19, it is likely that the number of these exams taken is even lower than was scheduled, as many of these exams were scheduled, and then cancelled in March” (p59) due to COVID-19.

### 3.7 Examination Accommodations

In 2019/20, the number of students that registered for examination accommodations with the Disability Service at the annual examination session remained relatively stable with 1,187 students compared with 1,199 students in 2018/19. The number of students who requested an examination accommodation via their Tutor who were not registered with the Disability Service also appeared comparable to 2018/19 (ref: AR Annual Report 2019/20 pg. 59). The AR Annual Report also states: “the data hide that there was an increase in the number of examination accommodation requests for the Semester 1 exam session, followed by a significant reduction in Semester 2. The Semester 2 decrease is caused by the mitigation factors approved to cater for the COVID-19 situation” (p59).

In response to the impact of COVID-19 on Examination and Assessments in Semester 2 of 2019/20, the Disability Service acted to ensure that students with disabilities continued to have reasonable accommodations applied, as indicated in their LENS (Learning Educational Needs Summary)

reports. For take-home offline exams and real-time online exams, staff were asked to ensure that if a student has been granted extra time for exams on their LENS, their exam must be extended to allow for these exam accommodations. Additional time of 10 (15, 20 or 30) minutes per hour were applied to all timed exams and assessments of different durations.

The effectiveness of the policy in supporting students will have to be monitored over 2020/21 as COVID-19 continues to impact assessment.

### 3.8 Foundation Scholarship

In 2019/20, 57 new Foundation and Non-Foundation Scholars were elected, compared with 58 in 2018/19 and 73 in 2017/2018 (Table E13 below). Of the Foundation and Non-Foundation Scholarships awarded, 28 were to females and 29 to males compared to 27 to females and 31 to males in 2018/19.

2019/20 was the fifth 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 introduction of the new academic year structure, which designated a week for Foundation Scholarship examinations at the beginning of January, reflects the status of ‘Schol’ as a distinctive examination. However, there may be a need to consider changes to the format of ‘Schol’ taking account of changes brought about by the renewal of the Trinity Education (under TEP) and the impact of Covid-19 on assessments such as the introduction of online proctored examinations.

**Table E13: Number of Foundation and Non-Foundation Scholarships Awarded 2019/20 – 2016/17**  
(source: AR Annual Report 2019/20, pg. 63).

Faculty	2020		2019		2018		2017	
	Female	Male	Female	Male	Female	Male	Female	Male
AHSS	8	7	6	8	12	11	10	5
EMS	3	12	7	13	11	17	6	19
HS	11	8	10	7	14	6	12	1
MF	6	2	4	3	1	1	1	1
<b>Total</b>	<b>28</b>	<b>29</b>	<b>27</b>	<b>31</b>	<b>38</b>	<b>35</b>	<b>29</b>	<b>26</b>
<b>Overall Total</b>	<b>57</b>		<b>58</b>		<b>73</b>		<b>55</b>	

## Appendices

Tables / Figures provided by Academic Registry

## Appendix I

### Undergraduate registrations for Year 1

#### Total Undergraduate Year 1 Registrations 2019/20 to 2015/16

Faculty		2019-20			2018-19			2017-18			2016-17			2015-16		
	Course Group	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
<b>AHSS</b>	UG	988	141	1,129	985	96	1,081	1,016	83	1,099	973	66	1,039	968	47	1,015
	UG Validated	18	1	19	24		24	18	2	20	20	1	21	8		8
	UG Visiting	406	421	827	380	432	812	431	430	861	360	379	739	330	337	667
<b>Total</b>		<b>1,412</b>	<b>563</b>	<b>1,975</b>	<b>1,389</b>	<b>528</b>	<b>1,917</b>	<b>1,465</b>	<b>515</b>	<b>1,980</b>	<b>1,353</b>	<b>446</b>	<b>1,799</b>	<b>1,306</b>	<b>384</b>	<b>1,690</b>
<b>EMS</b>	UG	844	69	913	877	45	922	846	43	889	827	25	852	840	31	871
	UG Visiting	83	27	110	97	18	115	96	13	109	89	6	95	96	113	209
<b>Total</b>		<b>927</b>	<b>96</b>	<b>1,023</b>	<b>974</b>	<b>63</b>	<b>1,037</b>	<b>942</b>	<b>56</b>	<b>998</b>	<b>916</b>	<b>31</b>	<b>947</b>	<b>936</b>	<b>144</b>	<b>1,080</b>
<b>HS</b>	UG	716	102	818	717	99	816	706	77	783	703	79	782	724	79	803
<b>Total</b>		<b>716</b>	<b>102</b>	<b>818</b>	<b>717</b>	<b>99</b>	<b>816</b>	<b>706</b>	<b>77</b>	<b>783</b>	<b>703</b>	<b>79</b>	<b>782</b>	<b>724</b>	<b>79</b>	<b>803</b>
<b>Multi Faculty</b>	UG	441	45	486	420	35	455	407	25	432	414	25	439	409	18	427
	UG Visiting	34	123	157	15	143	158	2	118	120	2	90	92	35	74	109
<b>Total</b>		<b>475</b>	<b>168</b>	<b>643</b>	<b>435</b>	<b>178</b>	<b>613</b>	<b>409</b>	<b>143</b>	<b>552</b>	<b>416</b>	<b>115</b>	<b>531</b>	<b>444</b>	<b>92</b>	<b>536</b>
<b>Grand Total</b>		<b>3,530</b>	<b>929</b>	<b>4,459</b>	<b>3,515</b>	<b>868</b>	<b>4,383</b>	<b>3,522</b>	<b>791</b>	<b>4,313</b>	<b>3,388</b>	<b>671</b>	<b>4,059</b>	<b>3,410</b>	<b>699</b>	<b>4,109</b>



## Appendix II

Table A21 Full Breakdown of CAO Applications to Trinity

		2019			2018			2017			2016			
Province	County	Male	Female	No. students	Male	Female	No. students	Male	Female	No. students	Male	Female	No. students	
Connaught	GALWAY	119	299	418	124	291	415	149	285	434	150	302	452	
	LEITRIM	33	54	87	21	45	66	29	49	78	24	54	78	
	MAYO	83	158	241	84	172	256	84	183	267	107	210	317	
	ROSCOMMON	42	79	121	58	97	155	63	96	159	48	95	143	
	SLIGO	53	96	149	43	88	131	52	95	147	70	107	177	
Leinster	Dublin	DUBLIN	2970	4298	7268	2837	4185	7022	2888	4311	7199	2936	4195	7131
	Rest of Leinster	CARLOW	49	84	133	36	82	118	52	87	139	42	83	125
		KILDARE	404	654	1058	394	661	1055	390	687	1077	361	660	1021
		KILKENNY	76	133	209	74	139	213	66	148	214	85	173	258
		LAOIS	72	156	228	64	166	230	78	150	228	69	143	212
		LONGFORD	42	87	129	49	79	128	33	87	120	46	68	114
		LOUTH	208	323	531	156	319	475	151	308	459	141	301	442
		MEATH	329	636	965	302	589	891	349	565	914	366	548	914
		OFFALY	60	123	183	61	104	165	52	124	176	67	155	222
		WESTMEATH	83	171	254	86	202	288	101	176	277	90	199	289
WEXFORD	130	225	355	127	276	403	151	281	432	157	253	410		
WICKLOW	301	455	756	283	447	730	292	419	711	330	412	742		
Munster	CLARE	55	112	167	59	124	183	74	126	200	52	135	187	
	CORK	169	323	492	184	348	532	211	411	622	257	424	681	
	KERRY	71	118	189	79	131	210	95	157	252	99	187	286	
	LIMERICK	85	141	226	84	144	228	117	161	278	111	156	267	
	TIPPERARY	76	155	231	81	151	232	107	178	285	84	190	274	
	WATERFORD	58	112	170	70	114	184	80	106	186	73	110	183	
Northern Ireland	ANTRIM	208	385	593	266	497	763	325	627	952	328	600	928	
	ARMAGH													
	DERRY													
	DOWN													

	FERMANAGH												
	TYRONE												
Ulster (3 counties in the Republic)	CAVAN	68	177	245	76	142	218	84	179	263	75	180	255
	DONEGAL	96	192	288	95	159	254	118	237	355	114	234	348
	MONAGHAN	58	112	170	53	108	161	64	116	180	54	132	186
	<b>Sub-Total</b>	<b>5998</b>	<b>9858</b>	<b>15856</b>	<b>5846</b>	<b>9860</b>	<b>15706</b>	<b>6255</b>	<b>10349</b>	<b>16604</b>	<b>6336</b>	<b>10306</b>	<b>16642</b>
	<b>Total</b>	<b>15856</b>			<b>15706</b>			<b>16604</b>			<b>16642</b>		
	<b>Country</b>	<b>Male</b>	<b>Female</b>	<b>No. students</b>	<b>Male</b>	<b>Female</b>	<b>No. students</b>	<b>Male</b>	<b>Female</b>	<b>No. students</b>	<b>Male</b>	<b>Female</b>	<b>No. students</b>
	Ireland (excl. NI)	5790	9473	15263	5580	9363	14943	5930	9722	15652	6008	9706	15714
	Northern Ireland	208	385	593	266	497	763	325	627	952	328	600	928
	Britain	211	268	479	210	342	552	247	367	614	240	337	577
	Europe	477	823	1300	431	794	1225	396	707	1103	337	653	990
	Non - EU	101	198	299	100	160	260	105	168	273	116	190	306
	<b>TOTAL APPLICATIONS:</b>	<b>6787</b>	<b>11147</b>	<b>17934</b>	<b>6587</b>	<b>11156</b>	<b>17743</b>	<b>7003</b>	<b>11591</b>	<b>18594</b>	<b>7029</b>	<b>11486</b>	<b>18515</b>

## Appendix III

**Table 5: Retention and Progression Exit Award Update 2019/20 (provided by AR on 10 March 2021)**

UG Student Body by Faculty & Gender	AHSS		AHSS Total	EMS		EMS Total	HS		HSC Total	MF		MF Total	Grand Total
	Female	Male		Female	Male		Female	Male		Female	Male		
<b>Year 1</b>	<b>695</b>	<b>398</b>	<b>1093</b>	<b>363</b>	<b>541</b>	<b>904</b>	<b>578</b>	<b>194</b>	<b>772</b>	<b>253</b>	<b>167</b>	<b>420</b>	<b>3189</b>
Progressed Same Course	669	368	1037	337	504	841	564	182	746	226	151	377	3001
Repeat Same Course		4	4		5	5				3	1	4	13
Transferred to Another Course	6	4	10	12	9	21	1	5	6	12	7	19	56
Not Retained	20	22	42	14	23	37	13	7	20	12	8	20	119
<b>Year 2</b>	<b>593</b>	<b>393</b>	<b>986</b>	<b>336</b>	<b>496</b>	<b>832</b>	<b>540</b>	<b>176</b>	<b>716</b>	<b>241</b>	<b>121</b>	<b>362</b>	<b>2896</b>
Progressed Same Course	576	379	955	324	478	802	534	172	706	230	110	340	2803
Repeat Same Course	2	5	7	4	4	8	3		3	1	3	4	22
Transferred to Another Course	7	5	12	4	6	10				5	7	12	34
Not Retained	8	4	12	4	8	12	3	4	7	5	1	6	37
<b>Year 3</b>	<b>581</b>	<b>388</b>	<b>969</b>	<b>313</b>	<b>459</b>	<b>772</b>	<b>541</b>	<b>135</b>	<b>676</b>	<b>226</b>	<b>151</b>	<b>377</b>	<b>2794</b>
Course Completed	17	16	33				3	1	4				37
Course Completed-Exit Award							1		1				1
Progressed Same Course	558	356	914	307	446	753	535	132	667	223	147	370	2704
Repeat Same Course		4	4		4	4	1	1	2	1	2	3	13
Transferred to Another Course		2	2	3	3	6	1	1	2				10
Not Retained	6	10	16	3	6	9				2	2	4	29
<b>Year 4</b>	<b>519</b>	<b>375</b>	<b>894</b>	<b>304</b>	<b>463</b>	<b>767</b>	<b>538</b>	<b>172</b>	<b>710</b>	<b>207</b>	<b>115</b>	<b>322</b>	<b>2693</b>
Course Completed	514	370	884	228	240	468	397	79	476	203	115	318	2146
Course Completed-Exit Award				30	88	118							118
Progressed Same Course				39	132	171	141	92	233				404
Repeat Same Course	4	2	6	3	1	4							10
Not Retained	1	3	4	4	2	6		1	1	4		4	15
<b>Year 5</b>				<b>43</b>	<b>110</b>	<b>153</b>	<b>103</b>	<b>62</b>	<b>165</b>				<b>318</b>
Course Completed				42	107	149	103	62	165				314
Course Completed-Exit Award				1		1							1
Not Retained					3	3							3
<b>Grand Total</b>	<b>2388</b>	<b>1554</b>	<b>3942</b>	<b>1359</b>	<b>2069</b>	<b>3428</b>	<b>2300</b>	<b>739</b>	<b>3039</b>	<b>927</b>	<b>554</b>	<b>1481</b>	<b>11890</b>

## Appendix IV

**Table 6: Retention and Progression Exit Award Update 2019/20**

<b>Retention by Standing &amp; Fee Status</b>	<b>EU</b>	<b>%</b>	<b>NEU</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>Year 1</b>	<b>2854</b>	<b>26.4%</b>	<b>335</b>	<b>31.0%</b>	<b>3189</b>	<b>26.8%</b>
Progressed Same Course	2689	94.2%	312	93.1%	3001	94.1%
Repeat Same Course	11	0.4%	2	0.6%	13	0.4%
Transferred to Another Course	52	1.8%	4	1.2%	56	1.8%
Not Retained	102	3.6%	17	5.1%	119	3.7%
<b>Year 2</b>	<b>2662</b>	<b>24.6%</b>	<b>234</b>	<b>21.6%</b>	<b>2896</b>	<b>24.4%</b>
Progressed Same Course	2578	96.8%	225	96.2%	2803	96.8%
Repeat Same Course	21	0.8%	1	0.4%	22	0.8%
Transferred to Another Course	33	1.2%	1	0.4%	34	1.2%
Not Retained	30	1.1%	7	3.0%	37	1.3%
<b>Year 3</b>	<b>2580</b>	<b>23.9%</b>	<b>214</b>	<b>19.8%</b>	<b>2794</b>	<b>23.5%</b>
Course Completed	34	1.3%	3	1.4%	37	1.3%
Course Completed-Exit Award	1	0.0%		0.0%	1	0.0%
Progressed Same Course	2498	96.8%	206	96.3%	2704	96.8%
Repeat Same Course	12	0.5%	1	0.5%	13	0.5%
Transferred to Another Course	10	0.4%		0.0%	10	0.4%
Not Retained	25	1.0%	4	1.9%	29	1.0%
<b>Year 4</b>	<b>2474</b>	<b>22.9%</b>	<b>219</b>	<b>20.2%</b>	<b>2693</b>	<b>22.6%</b>
Course Completed	2032	82.1%	114	52.1%	2146	79.7%
Course Completed-Exit Award	92	3.7%	26	11.9%	118	4.4%
Progressed Same Course	328	13.3%	76	34.7%	404	15.0%
Repeat Same Course	10	0.4%		0.0%	10	0.4%
Not Retained	12	0.5%	3	1.4%	15	0.6%
<b>Year 5</b>	<b>238</b>	<b>2.2%</b>	<b>80</b>	<b>7.4%</b>	<b>318</b>	<b>2.7%</b>
Course Completed	234	98.3%	80	100.0%	314	98.7%
Course Completed-Exit Award	1	0.4%		0.0%	1	0.3%
Not Retained	3	1.3%		0.0%	3	0.9%
<b>Grand Total</b>	<b>1080</b>	<b>100.0%</b>	<b>108</b>	<b>100.0%</b>	<b>11890</b>	<b>100.0%</b>

## Appendix V

**Table 7: Retention and Progression Exit Award Update 2019/20 (provided by AR on 10 March 2021)**

UG Student Body by Faculty & Fee Status	AHS		AHS Total	EMS		EMS Total	HSC		HSC Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
<b>Year 1</b>	<b>956</b>	<b>137</b>	<b>1093</b>	<b>839</b>	<b>65</b>	<b>904</b>	<b>673</b>	<b>99</b>	<b>772</b>	<b>386</b>	<b>34</b>	<b>420</b>	<b>3189</b>
Progressed Same Course	911	126	1037	783	58	841	647	99	746	348	29	377	3001
Repeat Same Course	4		4	3	2	5				4		4	13
Transferred to Another Course	10		10	19	2	21	6		6	17	2	19	56
Not Retained	31	11	42	34	3	37	20		20	17	3	20	119
<b>Year 2</b>	<b>907</b>	<b>79</b>	<b>986</b>	<b>794</b>	<b>38</b>	<b>832</b>	<b>623</b>	<b>93</b>	<b>716</b>	<b>338</b>	<b>24</b>	<b>362</b>	<b>2896</b>
Progressed Same Course	879	76	955	764	38	802	618	88	706	317	23	340	2803
Repeat Same Course	6	1	7	8		8	3		3	4		4	22
Transferred to Another Course	11	1	12	10		10				12		12	34
Not Retained	11	1	12	12		12	2	5	7	5	1	6	37
<b>Year 3</b>	<b>898</b>	<b>71</b>	<b>969</b>	<b>713</b>	<b>59</b>	<b>772</b>	<b>609</b>	<b>67</b>	<b>676</b>	<b>360</b>	<b>17</b>	<b>377</b>	<b>2794</b>
Course Completed	30	3	33				4		4				37
Course Completed-Exit Award							1		1				1
Progressed Same Course	849	65	914	696	57	753	600	67	667	353	17	370	2704
Repeat Same Course	3	1	4	4		4	2		2	3		3	13
Transferred to Another Course	2		2	6		6	2		2				10
Not Retained	14	2	16	7	2	9				4		4	29
<b>Year 4</b>	<b>855</b>	<b>39</b>	<b>894</b>	<b>722</b>	<b>45</b>	<b>767</b>	<b>593</b>	<b>117</b>	<b>710</b>	<b>304</b>	<b>18</b>	<b>322</b>	<b>2693</b>
Course Completed	845	39	884	457	11	468	429	47	476	301	17	318	2146
Course Completed-Exit Award				92	26	118							118
Progressed Same Course				165	6	171	163	70	233				404
Repeat Same Course	6		6	4		4							10
Not Retained	4		4	4	2	6	1		1	3	1	4	15
<b>Year 5</b>				<b>139</b>	<b>14</b>	<b>153</b>	<b>99</b>	<b>66</b>	<b>165</b>				<b>318</b>
Course Completed				135	14	149	99	66	165				314
Course Completed-Exit Award				1		1							1
Not Retained				3		3							3
<b>Grand Total</b>	<b>3616</b>	<b>326</b>	<b>3942</b>	<b>3207</b>	<b>221</b>	<b>3428</b>	<b>2597</b>	<b>442</b>	<b>3039</b>	<b>1388</b>	<b>93</b>	<b>1481</b>	<b>11890</b>

**Table 7: Retention and Progression Exit Award Update 2019/20**

UG Student Body by Faculty & Fee Status	AHS		AHS Total	EMS		EMS Total	HSC		HSC Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
<b>Year 1</b>	<b>26.4%</b>	<b>42.0%</b>	<b>27.7%</b>	<b>26.2%</b>	<b>29.4%</b>	<b>26.4%</b>	<b>25.9%</b>	<b>22.4%</b>	<b>25.4%</b>	<b>27.8%</b>	<b>36.6%</b>	<b>28.4%</b>	<b>26.8%</b>
Progressed Same Course	95.3%	92.0%	94.9%	93.3%	89.2%	93.0%	96.1%	100.0%	96.6%	90.2%	85.3%	89.8%	94.1%
Repeat Same Course	0.4%	0.0%	0.4%	0.4%	3.1%	0.6%	0.0%	0.0%	0.0%	1.0%	0.0%	1.0%	0.4%
Transferred to Another Course	1.0%	0.0%	0.9%	2.3%	3.1%	2.3%	0.9%	0.0%	0.8%	4.4%	5.9%	4.5%	1.8%
Not Retained	3.2%	8.0%	3.8%	4.1%	4.6%	4.1%	3.0%	0.0%	2.6%	4.4%	8.8%	4.8%	3.7%
<b>Year 2</b>	<b>25.1%</b>	<b>24.2%</b>	<b>25.0%</b>	<b>24.8%</b>	<b>17.2%</b>	<b>24.3%</b>	<b>24.0%</b>	<b>21.0%</b>	<b>23.6%</b>	<b>24.4%</b>	<b>25.8%</b>	<b>24.4%</b>	<b>24.4%</b>
Progressed Same Course	96.9%	96.2%	96.9%	96.2%	100.0%	96.4%	99.2%	94.6%	98.6%	93.8%	95.8%	93.9%	96.8%
Repeat Same Course	0.7%	1.3%	0.7%	1.0%	0.0%	1.0%	0.5%	0.0%	0.4%	1.2%	0.0%	1.1%	0.8%
Transferred to Another Course	1.2%	1.3%	1.2%	1.3%	0.0%	1.2%	0.0%	0.0%	0.0%	3.6%	0.0%	3.3%	1.2%
Not Retained	1.2%	1.3%	1.2%	1.5%	0.0%	1.4%	0.3%	5.4%	1.0%	1.5%	4.2%	1.7%	1.3%
<b>Year 3</b>	<b>24.8%</b>	<b>21.8%</b>	<b>24.6%</b>	<b>22.2%</b>	<b>26.7%</b>	<b>22.5%</b>	<b>23.5%</b>	<b>15.2%</b>	<b>22.2%</b>	<b>25.9%</b>	<b>18.3%</b>	<b>25.5%</b>	<b>23.5%</b>
Course Completed	3.3%	4.2%	3.4%	0.0%	0.0%	0.0%	0.7%	0.0%	0.6%	0.0%	0.0%	0.0%	1.3%
Course Completed-Exit Award	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Progressed Same Course	94.5%	91.5%	94.3%	97.6%	96.6%	97.5%	98.5%	100.0%	98.7%	98.1%	100.0%	98.1%	96.8%
Repeat Same Course	0.3%	1.4%	0.4%	0.6%	0.0%	0.5%	0.3%	0.0%	0.3%	0.8%	0.0%	0.8%	0.5%
Transferred to Another Course	0.2%	0.0%	0.2%	0.8%	0.0%	0.8%	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.4%
Not Retained	1.6%	2.8%	1.7%	1.0%	3.4%	1.2%	0.0%	0.0%	0.0%	1.1%	0.0%	1.1%	1.0%
<b>Year 4</b>	<b>23.6%</b>	<b>12.0%</b>	<b>22.7%</b>	<b>22.5%</b>	<b>20.4%</b>	<b>22.4%</b>	<b>22.8%</b>	<b>26.5%</b>	<b>23.4%</b>	<b>21.9%</b>	<b>19.4%</b>	<b>21.7%</b>	<b>22.6%</b>
Course Completed	98.8%	100.0%	98.9%	63.3%	24.4%	61.0%	72.3%	40.2%	67.0%	99.0%	94.4%	98.8%	79.7%
Course Completed-Exit Award	0.0%	0.0%	0.0%	12.7%	57.8%	15.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%
Progressed Same Course	0.0%	0.0%	0.0%	22.9%	13.3%	22.3%	27.5%	59.8%	32.8%	0.0%	0.0%	0.0%	15.0%
Repeat Same Course	0.7%	0.0%	0.7%	0.6%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Not Retained	0.5%	0.0%	0.4%	0.6%	4.4%	0.8%	0.2%	0.0%	0.1%	1.0%	5.6%	1.2%	0.6%
<b>Year 5</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>4.3%</b>	<b>6.3%</b>	<b>4.5%</b>	<b>3.8%</b>	<b>14.9%</b>	<b>5.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>2.7%</b>
Course Completed				97.1%	100.0%	97.4%	100.0%	100.0%	100.0%				98.7%
Course Completed-Exit Award				0.7%	0.0%	0.7%	0.0%	0.0%	0.0%				0.3%
Not Retained				2.2%	0.0%	2.0%	0.0%	0.0%	0.0%				0.9%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## Appendix VI

### Examination Infringement and Plagiarism (data provided by the Office of the Junior Dean)

2019-2020	<i>REPORTED INCIDENTS</i>	<i>PANELS HELD</i>	<i>INVESTIGATIONS CONDUCTED</i>	<i>SANCTIONS IMPOSED</i>
Examination Infringement	18	0	0	18
Plagiarism	65	71	71	65
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
<b>TOTAL</b>	<b>83</b>	<b>71</b>	<b>71</b>	<b>83</b>

2018-2019	<i>REPORTED INCIDENTS</i>	<i>PANELS HELD</i>	<i>INVESTIGATIONS CONDUCTED</i>	<i>SANCTIONS IMPOSED</i>
Examination Infringement	55	1	1	55
Plagiarism	47	59	47	47
Contract Cheating	1	1	1	1
Infringements of Work-Based Placement	1	3	1	1
Research Misconduct	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>64</b>	<b>50</b>	<b>104</b>