

Senior Lecturer/Dean of Undergraduate Studies

Annual Report

Academic Year 2020/21

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Executive Summary

This 2020/21 Senior Lecturer's Report draws from the 2020/21 Annual Report of the Academic Registry (AR) 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 2020/21, the second focuses 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, and other relevant departments, 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: 2020/21

Part II – Admissions

Part III – Student Lifecycle Post-Admission

Part I Overview of Developments: 2020/21

The Trinity Education Project (TEP) was concluded in 2020/21 and mainstreamed across the University. In 2020/21, 17 New Minor Subjects were made available to single honours students in their Senior Freshman year and approximately 185 Open Modules were offered for the first time, while three Bespoke Open Modules and two additional Trinity Elective modules were approved for delivery.

The COVID-19 pandemic continued to shape how teaching, learning and assessment was delivered. A variety of measures concerning assessment and progression which were introduced in 2019/20 were extended into 2020/21 to mitigate the effects of the pandemic on student learning and progression. The Continuity of Learning and Student Activities Working Group (COLSAG) was established, and guidelines were developed to aid online teaching and learning. A flexible and fluid response ensured all teaching and assessments were completed for the academic year.

In 2020/21, Trinity continued to build on collaborations with other institutions. A dual-degree programme with Columbia University in Mathematics, leading to a B.A. (Moderatorship) was approved for delivery in September 2022. In relation to Linked Providers, Council approved curriculum revisions to the B.Sc. in Early Childhood Education, delivered by Marino Institute of Education (MIE), and a restructuring of two undergraduate courses, which were combined to create one programme leading to a Bachelor in Music delivered by the Royal Irish Academy of Music (RIAM).

The Trinity Admissions Feasibility Study (TAFS), and the Northern Ireland Feasibility Study were extended to run until, and including, September 2023. Admissions criteria for foreign qualifications from China, Serbia and Turkey were revised with the aim of bringing the Trinity admission process in line with other universities and further diversifying the student body, as set out by the Strategic Plan 2020-2025. Council approved the Revisions to Direct Undergraduate Admissions Requirements in October 2020, which introduced a new banding structure for direct (non-CAO) undergraduate admission requirements, and a streamlined schema for presenting subject-specific requirements for all admissions.

Part II Admissions

The COVID-19 pandemic had implications for the composition of the Trinity undergraduate student community, with a reduction in non-EU student numbers from 1706 in 2019/20 to 1266 in 2020/21, which accounted for 10% of the undergraduate student body. The number of non-EU new entrants more than halved, reducing from 929 in 2019/20 to 411 in 2020/21, however, this decline was observed in the cohort of Visiting non-EU students, which may be attributed to the suspension of outward mobility programmes in Trinity's partner universities. Extensive measures were implemented to facilitate applications and registrations of non-EU students and the number of full-time non-EU undergraduate new entrants increased in 2020/21. The International Foundation Programme (IFP) offered through MIE also saw an increase in registrations.

Enrolment of students from Northern Ireland (NI) in Trinity programmes continued to be a challenge in 2020/21. Applications from NI declined for the third year in a row in 2020/21, and the conversion of offers to acceptances decreased by 20% compared to the previous year. This resulted in a total of 70 students from Northern Ireland in 2020/21, compared with 106 the previous year. Conversion of offers to acceptances also decreased to 39% in 2020/21 from 57% in 2019/20 for students entering Trinity through the Northern Ireland Feasibility Study (NIFS).

In 2020/21, 25% of new entrants to Trinity entered 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 Disability Access Route to Education (DARE) and The Higher Education Access Route (HEAR) schemes, and Further Education & Training (FET) entry routes. This is an increase of almost 2% on 2019/20 and means that Trinity achieved its objective of 25% of students from under-represented groups registered on undergraduate programmes. The Widening Participation Group (WPG) concentrated its efforts on developing a single source of data to capture students entering Trinity through alternative entry routes and tracking their academic progress. It is envisaged that this will inform strategic decisions on admissions and on academic supports for these students.

Part III Student Lifecycle Post-Admission

There were 3,405 new entrants to Trinity in 2020/21 with a retention rate of 96% achieved, 92% of which progressed to the same course. Across all five years of the undergraduate student body, the attrition rate was 2%. This report outlines the assessment progress of those who entered through alternative admission routes for the first time. New entrants who entered through Widening Participation routes had a 91% pass rate. The pass rate for this cohort across all five years of the undergraduate student body was also 91%.

The percentage of students achieving a Gold Medal (20%) as a proportion of the overall number of first-class awards in 2020/21 increased by 2% from 2019/20. A greater number of students receiving First-Class awards in 2020/21 achieved an overall mark of 75% or higher when compared to the previous year.

The AR Annual Report highlights an increase from 25 in 2019/20 to 42 in the number of cases submitted to the Courts of First Appeal following the reassessment period in 2020/21. While the number of cases increased in 2020/21, a declining trend has been observed since the introduction of semesterised assessment and new progression and award regulations in 2018/19.

For the third year running there was a decrease in the number of examination sittings from 76,765 in 2019/20 to 70,255 in 2020/21, which may be attributed to the increased utilisation of assignments and online class tests, although meaningful comparisons are difficult due to the COVID-19 pandemic. There has been an increase in the number of plagiarism cases reported, with 124 cases reported in 2020/21 compared to 73 in 2019/20. The shift to online assessments and open-book examinations due to COVID-19 may be a factor in this increase, and work is underway to update academic regulations and policies on plagiarism and examination infringement.

Part I: Overview of Developments: 2020/21

1 Overview of Developments 2020/21

A number of developments took place during 2020/21 and these are presented below under 'Partnership Agreements and Course Developments', the 'Trinity Education Project', 'Response to COVID-19', 'Foundation Scholarship' 'Admissions, Widening Participation and Entry Routes', and 'Policies'.

1.1 Partnership Agreements and Course Developments

In May 2021, Council approved the proposal for a dual-degree programme with Columbia University in Mathematics leading to a B.A. (Moderatorship), with the first intake planned for September 2022. This builds on the collaboration with Columbia University, bringing to a total of twelve dual-degree programmes on offer.

The E3-STEM Study Abroad Pilot Programme was approved to commence in January 2022 and will offer a co-ordinated interdisciplinary suite of STEM modules, with additional supports and services, to non-EU visiting students to Trinity.

Council approved proposals in relation to programmes delivered by Trinity's associated colleges. Curriculum revisions to the B.Sc. in Early Childhood Education, delivered by MIE, were approved. The combining of two undergraduate courses 'Music Composition' and in 'Music Performance', delivered by RIAM to create one programme called 'Music Performance and Composition', leading to the Bachelor in Music, was approved. This restructured programme is due to be implemented in 2022/23.

1.2 Trinity Education Project (TEP)

At the beginning of the 2020/21 academic year, University Council approved the Trinity Education Project (TEP) Closure Report, concluding the seven-year TEP project. The TEP project was articulated in the University's Strategic Plan 2014-2019 and set out to re-affirm Trinity's role as a leader in education, to renew the undergraduate curriculum offered in Trinity by embedding 21st Century learning skills with particular attention to critical thinking; global citizenship; engagement with employers; and to integrate extra-curricular learning opportunities for all students.

TEP has now been mainstreamed and the following four main objectives have been achieved. These were to:

- Promote a research-inspired curriculum where all students have the opportunity to complete a piece of independent research as part of their undergraduate programme.
- Introduce flexibility into undergraduate programme patterns, while maintaining the disciplinary strengths on which Trinity's reputation for excellence is founded.
- Develop in students the key skills of critical thinking, problem-recognition, problem solving, adaptability and effective communication, in the context of disciplinary and multidisciplinary programmes.

- Ensure that Trinity’s undergraduate curricula and pedagogies are enhanced through the adoption of new technologies and new learning paradigms.

In 2020/21, approximately 185 Open Modules were rolled-out for the first time and 17 New Minor Subjects were offered to Single Honours students in their Senior Freshman year. The Undergraduate Studies Committee (USC) approved three Bespoke Open Modules entitled ‘Ireland’s Changing Constitution’, ‘Introduction to Programming with Data Science Applications I’ and ‘Introduction to Programming with Data Science Applications II’ for delivery in 2021/22. Two additional Trinity Elective modules entitled ‘The Psychology of the Climate Crisis’ and ‘Black Studies’ were also approved during 2020/21 for delivery in 2021/22, bringing the number of Trinity Electives on offer to students to 39.

The commitment and contribution of Trinity’s staff and students to the development and implementation of TEP ensured a collaborative approach to the project. An event on the 21 October 2020 formally marked the end of the project, with the EU Commissioner for Innovation, Research, Culture, Education and Youth, Ms Mariya Gabriel, in attendance.

1.3 Response to COVID-19

As the COVID-19 pandemic played out in unpredictable ways, flexibility and adaptability was required from students and staff alike. Teaching for continuing undergraduate students commenced later than normal on 28 September 2020, and the start of teaching for first year students was delayed by a further week, starting on 5 October 2020, to accommodate the delayed release of the Leaving Certificate results. The Resumption of Teaching Activities sub-group, chaired by Professor Áine Kelly, Associate Dean for Undergraduate Science Education (ADUSE), provided oversight on timetabling, teaching activities and social distancing measures. In September 2021, the governance structure to manage the response to COVID-19 in Trinity was reviewed, and this group was replaced with the Continuity of Learning and Student Activities Working Group (COLSAG), chaired by the Vice-Provost/Chief Academic Officer. COLSAG carried on the tremendous work of the Resumption of Teaching Activities sub-group, meeting weekly to provide guidance on and support for activities on campus.

Dublin was placed under level 3 of the framework for restrictive measures on 18 September 2020, meaning that teaching and other learning activities largely remained online for the 2020/21 academic year. Teaching planned in the Faculty of Health Sciences and the Faculty of Engineering, Mathematics and Science (renamed as the Faculty of Science, Technology, Engineering and Mathematics) required physical presence in laboratories or continued in person to fulfil professional accreditation requirements.

To assist with the delivery of online teaching and learning, a set of guidelines on the recording of lectures were developed by the ‘Working Group on Recording and Captioning of Lectures’ and were presented to USC in January 2021.

The impact of the pandemic on students’ welfare was an immediate concern. Members from the Trinity Health Service and the Student Counselling Service were invited to attend key committees in Trinity to present data on the number of students accessing their services and to provide advice as to how staff could support students during the pandemic and associated lockdown

periods. Mitigation measures on assessment and progression were extended into 2020/21, with the aim of reducing stress on students under challenging conditions, and to ensure the next academic year could begin without disruption. The measures consisted of the following:

- Students were given an automatic right to defer assessments.
- Students were allowed to apply for the re-assessment of passed modules where those modules contributed to the final degree result.
- All assessments were held online.
- Additional dates were approved for the assessment session after Semester 2 and for the reassessment session to accommodate the submission of final assignments and to schedule deferred assessments.
- The application of the procedures for the non-submission of coursework and absence from examinations was delayed until 2021/22.
- A derogation whereby the usual requirement for students on the undergraduate Medicine programme to spend 24 months at clinical sites before being allowed to sit their final medical examinations was reduced to 18 months.

Learning from the implementation of measures in response to the pandemic informed how the 2021/22 academic year was planned. After discussions with multiple stakeholders, a discussion document on options for teaching arrangements in 2021/22 was developed and presented to Council. It was underpinned by the assumption that the COVID-19 situation was unpredictable, and consequently three public health scenarios were considered to ensure a fluid response.

Measures for direct undergraduate admissions for 2021/22 were also put in place, whereby firm offers could be issued based on predicted or provisional grades for non-EU applicants.

1.4 Foundation Scholarship

Changes to the structure of papers for the Scholarship examination for candidates coming from Joint Honours and Common Entry programmes were approved by Board in October 2020, with the consent of Council. Approval was also granted to hold the Scholarship examinations one week later than normal to avoid a clash with the Semester 1 assessment session, which was scheduled for January 2021 rather than December 2020, to account for the late start to teaching. These examinations were held online, in real-time, with proctoring in place. Since Scholarship examinations had not been held online previously, Board also approved the use of a quota mechanism. However, since the number of candidates qualifying for Scholarship was not outside historical norms, this was not implemented.

1.5 Admissions, Widening Participation and Entry Routes

Council approved Revisions to Direct Undergraduate Admissions Requirements in October 2020, which consists of a new banding structure for direct (non-CAO) undergraduate admission requirements, and a streamlined schema for presenting subject-specific requirements for all admissions. On 10 March 2021, the undergraduate admissions criteria for foreign qualifications from China, Serbia and Turkey were also revised. Adjustments were made to requirements for

the Chinese Gaokao, and requirements were set in relation to the Serbian 'Matura', the Turkish Lise Diploması and the Aptitude Scholastic Test, China. These amendments bring the Trinity admission process in line with the practices of other universities' to further diversify the student body.

On 31 March 2021, Council approved the extension of the Trinity Admissions Feasibility Study (TAFS), and the Northern Ireland Feasibility Study in A-level admissions to run for a further two years, until and including, September 2023. A minimum CAO points threshold of 330 was implemented for TAFS admissions, bringing it into line with the requirements of the NI Feasibility Study.

A proposal to remove the entrance examination requirement for Music (offered as Single Honours and Joint Honours) from 2022/23 onwards was also approved by Council. It was noted that this examination had been temporarily lifted for entry in 2020/21 and 2021/22, due to COVID-19 public health guidelines. Students who wished to take up Music as a minor subject under the Undergraduate Common Architecture programme were required to hold 'musical literacy' rather than undertake an entrance examination.

Council approved the Report of the Widening Participation Group (WPG) in June 2021 <https://www.tcd.ie/teaching-learning/academic-affairs/reports/assets/WPG/wpg-fdreport-June21-no-watermark.pdf>. The WPG, a sub-committee of the Undergraduate Studies Committee (USC) was established to support the university in achieving its strategic objectives to create a diverse and inclusive undergraduate student body and college community. Six meetings of the WPG were held from 2018/19-2020/21 with members receiving presentations from students, Trinity Access, the Disability Service, and academics on access routes, support services, and the needs of students entering through diverse entry routes. The development of a single source of data on students entering through diverse entry routes, their progression and retention, was prioritised by the WPG and a comprehensive set of reports have now been developed in SITS providing insight into entry routes, and student progression and retention. The Report of the WPG presents recommendations for the university that have been informed by the interpretation and analysis of the data. Following Council's approval of the report a submission was made to the Higher Education Authority (HEA) as part of the consultation on the National Access Plan 2022-2026.

1.6 Policies

In September 2020, Council approved the new "Misuse of Drugs Policy" brought forward by the Dean of Students. The policy provides clarity on use of drugs, the responsibilities of Trinity's staff and students, and the ways in which students can be supported to continue in College if found using drugs. It also outlines the interaction of the policy with other Trinity policies and student codes of conduct. The policy was also considered and approved subsequently by Board in October 2020.

Revisions to the Timetabling Policy and Procedures and the Policy for the Management of Teaching were approved by Council in April 2021. The changes related to the removal of unnecessary duplication, the presentation of information in a more coherent manner and the inclusion of Timetabling Performance Metrics used to measure the effectiveness of the Timetabling Policy and Procedures. It was noted in the documentation that an annual timetabling report, detailing performance against the performance measures set out in the policy, would be prepared and brought to future USC and GSC meetings.

Part II: Admissions

2 Composition of the undergraduate student body

In 2020/21 there were 13,260 registered students on undergraduate programmes in Trinity (70% of the total student population). There were 1,266 non-EU undergraduate students, a decrease from 1,706 in 2019/20 (ref: AR Annual Report, 2020/21, Table C1(a) pg. 37).

The COVID-19 pandemic had a notable impact on direct entry admissions, with a 43% decrease in registrations in 2020/21, when compared to 2019/20 (ref: AR Annual Report, 2020/21, pg. 20).

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

2.1 Non-EU Undergraduate Students

Table C1(a) (AR Annual Report, 2020/21, pg. 37) reports a 26% decrease (1706 v 1266) in the number of non-EU undergraduate students compared to 2019/20. However, the decrease was mainly in relation to visiting students and the number of full-time non-EU undergraduate students, including those on validated programmes, increased by 104. Non-EU students accounted for 10% of the 2020/21 undergraduate student population, a 3% decrease compared to 2019/20.

Table 1: Non-EU Undergraduate Registrations 2020/21 (Source: Data provided by the Global Relations Office and summarised from Appendix 1)

	2020/21	2019/20
Year 1 – 5 UG non-EU UG Registrations		
Full-time non-EU UG*	1239	1135
UG non-EU Visiting	27	571
Total	1266	1706
Year 1 UG non-EU UG Registrations		
Full-time non-EU UG*	384	358
UG non-EU Visiting	27	571
Total	411	929

**Includes validated programmes delivered in Linked Provider Institutions*

The decrease in non-EU visiting undergraduate students is likely to be pandemic related, with widespread travel restrictions implemented in 2020, thus impacting on the number of non-EU students applying to study abroad and on Erasmus programmes. Many of Trinity's partner universities, particularly those based in the United States, suspended their outbound mobility programmes meaning students were not able to take up their semester/full year place at Trinity.

A wide range of supports and measures were put in place to mitigate the impact of COVID-19 on non-EU student registrations. Trinity established an Admissions COVID Working Group in March 2020, composed of stakeholders from across the university who monitored data and made decisions and recommendations on a range of admissions related issues. The Group coordinated communications through multiple channels to applicants with regard to immigration, accommodation, restrictions and teaching activities and fed into government decisions on immigration that affected international students. In May 2020, Council approved proposals for alternative arrangements for non-EU admissions. It was recommended that conditional offers be made based on predicted grades or prior achievement and to utilise the English language tests in the Duolingo app because of the cancellation or delay of many final school examinations and the standardised testing on which direct (non-EU) admission to undergraduate programmes typically depend. Students were also allowed to attend remotely from their home countries. An “Arrivals Project” was established, whereby new incoming students from abroad were offered a greet and transfer service when arriving in Ireland and provided with support throughout the mandated 14-day quarantine. These measures may have facilitated applications from prospective full-time non-EU students.

A year-on-year increase in the number of non-EU year 1 undergraduate registrations¹ was observed up until 2019/20. There was a significant decrease (56%) in this cohort for 2020/21, however, this decline was only in the numbers of visiting students and the number of full-time undergraduate non-EU students increased by 26 when compared to 2019/20. (See Appendix I). The drop in non-EU visiting student registrations was particularly marked in programmes in the Arts, Humanities and Social Sciences (AHSS).

In 2020/21, five new dual-degree programme with Columbia University were offered to students. There were 33 students admitted to dual-degree programmes in programmes including Mathematics, Neuroscience: Biological and Biomedical Sciences English Studies, European Studies, History, Middle Eastern & European Languages and Cultures (ref: AR Annual Report, 2020/21, pg. 27).

Trinity’s partnership agreement with Thapar University on the International Engineering Programme (IEP) led to 12 student registrations for year 3 in 2020/21, a reduction of 15 when compared to 2019/20. In 2019, the agreement that existed between Trinity and Singapore Institute of Technology began winding down.

The International Foundation Programme (IFP)² delivered by Marino Institute of Education (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

¹ Undergraduate (UG), UG validated and UG visiting programmes.

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

prepares students to enter Arts and Social Sciences programmes and pathway B prepares them for entry into Engineering, Health Science and Science programmes. Additional degree destinations for the Trinity IFP were approved in 2020/21 for Drama, Film, Music, Religion, Social Studies and Sociology and Social Policy programmes.

In 2020/21 MIE processed a total of 578 applications (206 in 2019/20) resulting in 91 registrations (65 registrations in 2019/20), of which 89 students sat their final exams in June 2021. Of the registered students, 24% of the participants joined pathway A, while 76% joined pathway B. Registered students came from 15 countries with China and MENA regions, especially Kuwait, remaining the principal student markets. The IFP continues to successfully implement a strategy to diversify, and new markets joined the programme in 2020/21, including Malawi, Mongolia, Thailand, and Vietnam. The increase in applications and registrations in this programme is notable in the context of obstacles posed by the pandemic, and flexibility to partake in the programme remotely may have influenced students' decisions to register. In 2020/21, the programme ran from November until July with over half of the registered students opted to study remotely from their home country, while on campus students participated in a combination of online and face-to-face teaching.

2.2 EU undergraduate student admissions

The number of EU registered first-year students (includes UG, UG validated, UG visiting) has remained stable over the last five years with a marginal increase in numbers for 2020/21 (3,566). In 2019/20, there were 3,530 registered EU students (see Appendix I).

The proportion of CAO applicants, including those from the EU to Trinity (as a proportion of CAO applicants to the University sector), has risen from 13% in 2019/20 to 14% in 2020/21 (ref: Figure B2, AR Annual Report, 2020/19, pg. 14). The ratio of applications to quota and of eligible applications to quota has remained relatively stable over the last three admission cycles. The ratio of first preference applications and eligible first preference applications to quota increased by 9% on 2019/20, (8,326 vs 7,611) resulting in Trinity having attracted 17% of all first preference applications across the sector. This may be attributed in part to the opportunities presented by Trinity Joint Honours (TJH) brought about by the renewal of undergraduate education, which offers a greater range of subject combinations, new subject combinations, flexible pathways and greater optionality. The Technological University of Dublin (TUD) first preference applications increased by 2%, University College Dublin (UCD) and the University of Limerick (UL) by 1%, while Maynooth University saw a decrease of 1% (ref: AR Annual Report, 2020/21, pg. 15).

2.3 Demographic Breakdown of EU applicants and entrants

In 2020/21, 90% of all CAO applicants were from the island of Ireland (see Appendix II), while the proportion of students from other countries applying through the CAO decreased by 2%.

In terms of the geographical spread of CAO applicants from the island of Ireland, the overwhelming majority in 2020/21 were from Leinster (77%), a large proportion of which were from Dublin (45%). There has been very little variation in this profile year-on-year, as reported

in previous Senior Lecturer's Annual Reports. In relation to new entrants from the island of Ireland, 82% were from Leinster, including Dublin, which represents an 8% increase from 2019/20 (ref: AR Annual Report, 2020/21, Appendices – Table C4 Distribution of Undergraduate New Entrants by County 2020/21– 2016/17). Limited accommodation availability and high 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

Previous Senior Lecturer's Annual Reports presented 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 2013³ with the aim of re-engaging with schools across NI to increase the number of NI students registered for undergraduate programmes in Trinity.

The number of applications from NI has declined in recent years (2019/20: 593; 2018/19: 763) and this trend continued in 2020/21, which saw 587 applications. Of these applicants, 132 applied via the NI Feasibility Study, a decrease compared to 2019/20 (168), while 455 applied through the standard route.

The number of offers made to NI Feasibility Study students in 2020/21 (56) increased from 2019/20 (44), however, the conversion of offers to acceptances decreased from 57% in 2019/20 to 39% in 2020/21. Overall, the conversion of offers to acceptances with respect to all NI applications to Trinity decreased from 51% in 2019/20 to 31% in 2020/21 (see Table B7 below). This trend is likely to be attributed to several factors, such as an ongoing shortage of accommodation and high costs associated with living in Dublin and uncertainty around the long-term EU fee status of NI students following Brexit. The Department of Education and Skills delayed the publication of a statement confirming that all UK entrants in 2021 would continue to have access to the 'free fees' initiative and grants provided by SUSI for the duration of their degree, and this may have impacted NI students' decisions to study in the Republic of Ireland. Furthermore, the structure of the CAO system, specifically the timing of offers which are significantly later than the UCAS system, and the lack of conditional offers with clearly stipulated expected results and higher admission requirements may also factor into students' decisions to choose Trinity over comparative or higher ranked UK universities.

³ 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.

Table B7: Northern Ireland Feasibility Study applicants, offers and acceptances 2019 – 2015 (source: AR Annual Report 2019/20, pg. 24).

Year	NI Applications to Trinity	Trinity Offers made to NI Students	Acceptances
2020	587 (132 Feasibility Study)	169 (Standard)	48 (28%)
		56 (Feasibility Study)	22 (39%)
		Total: 225	Total 70 (31%)
2019	593 (168 Feasibility Study)	163 (Standard)	81 (50%)
		44 (Feasibility Study)	25 (57%)
		Total 207	Total 106 (51%)
2018	763 (153 Feasibility Study)	181 (Standard)	56 (31%)
		54 (Feasibility Study)	29 (54%)
		Total 235	Total 85 (36%)
2017	964 (263 Feasibility Study)	207 (Standard)	65 (31%)
		81 (Feasibility Study)	40 (49%)
		Total 288	Total 105 (36%)
2016	928 (192 Feasibility Study)	197 (Standard)	79 (40%)
		48 (Feasibility Study)	23 (48%)
		Total 245	Total 102 (42%)
2015	754 (211 Feasibility Study)	176 (Standard)	74 (42%)
		68 (Feasibility Study)	33 (48%)
		Total 244	Total 107 (44%)

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

University Council approved the extension of the NI Feasibility Study for a further two years (2022 and 2023) in March 2020, confirming Trinity’s commitment to the objective of attracting a significantly higher number of students from NI to Trinity and supporting the reengagement with NI schools. However, reversing the downward trend in registrations and acceptance of offers continues to be one of the key challenges for the NIFS. NI student recruitment is part of the Global Relations Strategy 3 (GRS 3), and the Global Office endeavoured to enhance its virtual recruitment activity in NI in 2020/21 by offering tailored virtual undergraduate events for NI CAO applicants, making the events more accessible to a broader range of prospective students.

2.5 Alternative entry routes and widening participation

There are a number of successful alternative entry routes for widening participation groups such as HEAR, DARE⁴, CDET B FET⁵ links, TAP Foundation programmes for young adults and

⁴ 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.

⁵ Further Education via the City of Dublin Education and Training Board.

mature students, mature nursing and the mature student dispensation scheme. Within the HEAR and DARE scheme, students may enter on full or reduced points.

Table 2.5: Undergraduate student admissions by alternative entry routes (source: data provided by AR and TAP).

Entry Route	2020	2019
DARE (Merit offer) ^	205	78
DARE (Reduced points offer) ^	92	192
ex Foundation into full degree (Mature)	28	22
ex Foundation into full degree (Young Adult)	41	32
FETAC/QQI	59	41
HEAR (Merit offer)	58	36
HEAR (Reduced points offer)	151	120
Mature	144	133
Asylum Seeker Access Provision Scholarships^^	4	2
Grand Total (alternative entry routes)	782	656
No. of CAO entrants	3082	2781
Total % of new entrants (alternative entry routes)	25.3%	23.6%

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

^^ Including Awardees who deferred entry to partake in the Foundation Course

The Trinity Strategic Plan 2020-25 aims to increase the percentage of undergraduate students from non-traditional backgrounds in higher education to 25% by 2025 (Strategic Plan 2020-25, pg. 15). The data presented in Table 2.5 indicates that 25.3% of students admitted to undergraduate programmes entered Trinity via Alternative Admission Routes, which represents an increase of almost 2% on 2019/20 (23.6%) and meets the Trinity Strategic Plan 2020-2025 target.

The number of students who are entering Trinity through DARE continues to increase year-on-year, with 297 entrants in 2020/21, compared to 270 in 2019/20. 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, 2020/21⁶). The number of admissions through HEAR has also increased by 33% (208) when compared to 2019/20 (156). The Faculty of Health Sciences accounts for the largest total from this cohort as a percentage of Faculty (38%), followed by the Faculty of Arts, Humanities and Social Sciences (27%).

⁶ [Disability Service Annual Report 2020-2021](#)

Table B3: Undergraduate new entrants by alternative admission routes by faculty, by gender 2020/21
(Source: Data provided by AR and TAP).

	Arts, Humanities & Social Sciences		Science, Technology, Engineering, and Mathematics		Health Sciences			Multi-Faculty		Total
	Male	Female	Male	Female	Male	Female	Unknown	Male	Female	
HEAR (Socio-economically disadvantaged)*	34	63	34	29	11	68	0	7	4	250
QQI	9	14	3	16	2	14	0	0	1	59
Mature students	16	35	12	4	10	81	0	5	9	172
DARE (students with a disability)*^	45	62	49	32	15	45	1	26	22	297
Asylum Seeker Access Provision Scholarships	0	0	1	0	0	3	0	0	0	4
Totals for Alternative Entry Routes	104	174	99	81	38	211	1	38	36	782
	278		180		250			74		
Total CAO Entrants 2020/21	1037		899		647			499		3082
Total CAO entrants as a % of Faculty new entrants	27%		20%		38%			15%		25%

*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, 2020/21 presents data relating to the number of students applying for admissions via the Mature Students Dispensation Scheme. The number of applicants continues to decrease year-on-year, dropping from 583 in 2019/20 to 471 in 2020/21. The number of students who registered was marginally higher in 2020/21 (73) compared with 2019/20 (71), however, this figure remains significantly lower in contrast to the period between 2016-2018. Declining participation in higher education among mature students has been attributed to changing economic conditions as well as demographic shifts. Between 2009-2019, there was a 7% decline in those aged 23+ whose highest educational attainment level is FET or lower, a cohort who make up a large proportion of mature students (Study of Mature Student Participation in Higher Education: What Are the Challenges? Recommendations For the Future, HEA, 2021).

Table B5(a): Analysis of students admitted via Mature Students Dispensation Scheme, by Faculty 2020– 2016 (source: AR Annual Report 2020/21)

Details of applications	2020	2019	2018	2017	2016
Number of applicants	471	583	652	744	717
Number of places offered	85	100	135	122	136
Number of Students Registered by Faculty					
Faculty	2020	2019	2018	2017	2016
Arts, Humanities & Social Sciences	33	32	48	57	57
Science, Technology, Engineering, and Mathematics	13	9	13	17	23
Health Sciences	20	25	27	18	25
Multi-faculty	7	5	24	22	22
Total students registered	73	71	112	114	127

It is important to note that while the above data represents students admitted through alternative entry routes, it does not represent all socio-economically disadvantaged (SED) students admitted to first year. For instance, Equal Access Data from the HEA demonstrates that approximately 447 students from SED categories registered in first year of undergraduate study between 2014 and 2018, many of whom did not enter via these routes. In addition, a further 199 mature students were captured during the Equal Access Data survey and 1,928 for the Fund for Students with a Disability (FSD).

Increasing participation of students from non-traditional backgrounds is a strategic objective of the Trinity Strategic Plan 2020-2025. The National Access Plan 2015-2019, which was extended to 2021, and the HEA’s System Performance Framework 2018-2020 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 105 undergraduate courses.

In 2018, Trinity embarked on the first cycle of the Programme for Access to Higher Education (PATH) in collaboration with five partner HEIs in Leinster Pillar 1⁷ and funding was extended for a second and final three-year cycle beginning in 2021. 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 a Creative Arts course and career options, open-learning modules across five HEIs, and has achieved Dublin UNESCO City of Learning status.

⁷ The five HEIs are: MIE, NCAD, IADT, RCSI and UCD.

The WPG, a sub-committee of USC held two meetings in 2020/21. The WPG progressed and completed work on developing a single source of reliable data for students entering Trinity through alternative entry routes and tracking their progression and retention in 2020/21. A report with recommendations to widen participation in Trinity was presented to Council in June 2021. The composition and remit of the WPG is being considered in light of the Trinity Strategic Plan 2020-25 objective to “Approve a new undergraduate admissions strategy by 2021 to spur on excellence by increasing the socio-economic and geographical diversity of the Irish students in the university” (Trinity Strategic Plan 2020-25, pg. 27) and will also be informed by the outcome of the Equality, Diversity and Inclusion (EDI) quality review.

2.6 Trinity Admissions Feasibility Study (TAFS)

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 2020/21, 19 students were admitted: Law (10) and History (9). In 2020/21 no students were admitted to Ancient and Medieval History and Culture. The number of applicants to the Study are declining; in 2020, a total of 182 students applied to participate in the Study compared to 232 in 2019/20 and 244 in 2018/19, which may be due to little active recruitment or information provided to prospective applicants for this entry route.

The 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, RPR⁸ 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 and private rented accommodation within

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

commutable distance to Trinity by covering their course fees, providing an annual stipend of €1,500 with access to a laptop, and supplying 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. In 2020/21 three Scholarships were awarded. One deferred ASAP awardee who completed a Foundation Course in 2019/20 also entered an undergraduate course in 2020/21.

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 2020/21, 527 new entrants were awarded an Entrance Exhibition Award, having achieved the minimum of 500 points in the Leaving Certificate or equivalent (ref: AR Report, 2020/21, pg. 27). This compares with 452 awards in 2019/20. This increase may be attributed to the change in format of the Leaving Certificate examination, introduced in response to the pandemic, and the resulting grade inflation with a higher number of students receiving 500 points and over. This will need to be monitored over the coming years to see if a trend emerges. The 2020/21 cohort came from 455 different schools from all 32 counties in Ireland. Students from 17 schools in 13 countries including Belgium, Croatia and Hungary also achieved an Entrance Exhibition Award.

Table B11 below presents data relating to Entrance Exhibition Awards by faculty and gender. Students in the faculty of STEM achieved the highest number of Entrance Exhibition Awards (199) followed by AHSS (158) in 2020/21.

Table B11: Entrance Exhibition Awards by faculty and gender, 2020/21 – 2016/17 (source: AR Annual Report 2019/20, pg. 27).

Faculty	2020			2019			2018			2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
AHSS	48	110	158	38	73	111	48	83	131	64	107	171
STEM	121	78	199	121	61	182	96	51	147	118	74	192
HS	29	99	128	44	70	114	44	63	107	52	90	142
MF	14	28	42	22	23	45	21	33	54	36	39	75

Part III: Student Lifecycle Post-Admission

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

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 2020/21. 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 gender and EU and non-EU students. Assessment progression data for students who entered Trinity through alternative entry routes is presented for the first time in the 2020/21 report.

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 2020/21 following data cleansing. For the purposes of the progression and retention data presented in this section, 609 students were removed from the analysis, leaving a total of 12,343 registered students on undergraduate programmes.

Table 3.1: Retention Analysis Profile of Students excluded from analysis (source: data provided by AR on 25 February 2022).

Student Status	2020
Undergraduate (including validated programmes)	12,952
Diploma and professional diploma	-106
Students off books	-213
Students off books assessment	-207
Medical internship	-78
Student union officer	-5
Total number of students	12,343

3.1.2 Undergraduate new entrants: Progression and Retention Profile

Table 3.2 presents data relating to new entrants for 2020/21, which reveal an overall retention rate of 96%, which was consistent with 2019/20. Retention is defined as students who progressed, repeated year 1 and who transferred to another course within Trinity. A lower proportion of students progressed to the same course in 2020/21 (92%) compared to the prior year (94%) while a higher proportion (2%) repeated the same course (2019/20: 0.4%). In 2020/21, 2% of students transferred to another course, consistent with 2019/20.

Table 3.2: New Entrant Data Year 1, 2020/21 (source: data provided by AR on 28 February 2022)

Standing & Retention	2020/21		2019/20		
	Year 1	N	%	N	%
Progressed same course		3140	92.2%	3001	94.1%
Repeat same course		52	1.5%	13	0.4%
Transferred to another course		68	2.0%	56	1.8%
Not retained		145	4.3%	119	3.7%
Total		3405	100%	3189	100.0%

Table 3.3 presents new entrant data by Faculty. In 2020/21 the overall progression rate by Faculty was relatively unchanged from 2019/20. The proportion of STEM students who progressed to the same course was 90% in 2020/21, a 3% decrease from 2019/20. HS achieved a rate of 94% (2019/20: 97%), and just under 2% of all students in this faculty repeated the year, an increase on 2019/20.

Table 3.3: New Entrant Data by Faculty 2020/21 (Source: data provided by AR on 28 February 2022)

Standing & Retention	AHSS			STEM			HS			MF		
	2020/21	2019/20	2019/20	2020/21	2019/20	2019/20	2020/21	2019/20	2019/20	2020/21	2019/20	2019/20
	N	%	%	N	%	%	N	%	%	N	%	%
progressed same course	1131	94.1%	94.9%	872	90.4%	93.0%	725	93.5%	96.6%	412	89.0%	89.8%
repeat same course	10	0.8%	0.4%	20	2.1%	0.6%	13	1.7%	0.0%	9	1.9%	1.0%
transferred to another course	17	1.4%	0.9%	29	3.0%	2.3%	7	0.9%	0.8%	15	3.2%	4.5%
not retained	44	3.7%	3.8%	44	4.6%	4.1%	30	3.9%	2.6%	27	5.8%	4.8%
total progression rate		96.3%	96.2%		95.4%	95.9%		96.1%	97.4%		94.2%	95.2%

Table 4 (see Appendix III) presents data relating to new entrant progression and retention by gender and faculty. In 2020/21, females had a 96% retention rate, compared to 95% of males, while 93% of females and 90% of males progressed to the same course. Looking at the gender differences across faculties, females had a 2% higher progression rate than males in the faculties of AHSS (F: 97%, M: 95%) and MF (F:95%, M: 93%) (see Appendix IV). Five percent (5%) more females (91%) in Multi Faculty progressed to the same course from year 1 compared to males (86%), while in AHSS, STEM and HS there was a marginal difference in the rate in which males and females progressed on the same course (FAHSS: F: 95%, M:93%; STEM: F:92%, M: 89%; FHS: F: 94%, M: 92%). In 2020/21, new entrant males were more likely to repeat the same course in the faculty of HS (F: 1%, M: 4%) and STEM (F: 1%, M: 3%).

The progression and retention rates of new entrant EU and non-EU students can be seen in data presented in Tables 6, 7i and 7ii (see Appendices V and VI). In 2020/21 there was no difference between EU (4%) and non-EU new entrants (4%), although previous Annual Reports have

outlined slightly higher attrition rates among non-EU students (2019/20 EU: 4%, non-EU: 5%; 2018/19 EU: 4%, non-EU: 7%). There are some minor differences in the progression and retention rates of students from EU and non-EU countries across faculties, for example in both STEM and MF there is a 3% difference in progression rates between EU and non-EU students and in both cases a higher proportion of non-EU students progressed (STEM: EU: 95%; NEU: 98%; MF: EU: 94%, NEU: 97%).

3.1.3 Undergraduate registered students: progression and retention

This section presents data across all programme years, providing a snapshot of student progression and retention across five years of the student lifecycle for 2020/21, (see Appendix VI). As observed in previous years, the number of students ‘not retained’ decreased as students progressed through their programme, which is to be expected due to student attrition being at its highest in first year.

Table 3.4 below presents data on the profile of registered students for years 1 to 5 who were not retained. Overall student attrition across the whole student UG body for 2020/21 was 2%, in line with the attrition rate for 2019/20. Of the total 255 students not retained across years 1-5, 40 were non-EU students, which is an overall 3% attrition rate among all non-EU UG students. Males (3%) had a marginally higher attrition rate compared to females (2%) across all year groups.

Table 3.4: Not-retained UG registered student profile across years 1-5, 2020/21 (summarised from Table 5, Appendix III and Table 7(i) Appendix V)

Faculty	Not Retained	Gender		Fee Status	
		Female	Male	EU	NEU
AHSS	81	39	42	66	15
STEM	82	26	56	72	10
HS	45	34	11	34	11
MF	47	24	23	43	4
Total	255	123	132	215	40
Total number of UG registered students	12,343	7317	5016	11157	1186
Total % of UG registered students not retained	2.1%	1.7%	2.6%	1.9%	3.4%

In years 2 and 3, 98% of females progressed to the same course, compared to 94% of males (see Appendix III). There was a difference in non-progression rates between EU and non-EU students in year 2 (EU:1%, non-EU:3%) and year 3 (EU:1%, non-EU:5%) (see Appendix V). This suggests that non-EU students may benefit from additional supports to ensure they progress with their studies and further investigation into the reasons for attrition is required. A comprehensive analysis to establish trends in student progression and retention across all years of a programme

is necessary to provide us with some insights on the profile of students who require support and when students will benefit most from tailored interventions during their time in Trinity.

3.1.4 Assessment progress of new entrants entering through Widening Participation entry routes

Data on the assessment progression of students who entered Trinity through alternative entry routes is presented for the first time in the 2020/21 report due to the significant work undertaken by the WPG on capturing and ensuring the integrity of this data in 2019/20 and 2020/21 (See Appendix VII). In 2020/21, new entrants who entered through these routes had a 91% (n=691) pass rate, with 7% (n=52) of new entrants repeating the year.

Table 3.5: Assessment progression of new entrants who entered through Widening Participation routes in 2020/21 (summarised from Appendix VII), N reported.

WPA ROUTES	Year 1					Total
	Pass	Fail	Not Progressed	Repeat year	No Result	
DARE (Merit offer)	89	1	1	7	0	98
DARE (Reduced points offer)	184	3	0	12	0	199
HEAR (Merit offer)	56	0	0	1	0	57
HEAR (Reduced points offer)	122	5	0	12	0	139
ex Foundation into full degree (Mature)	21	1	0	1	0	23
ex Foundation into full degree (Young Adult)	35	2	0	5	0	42
FETAC/QQI	56	1	0	3	0	60
Mature	128	0	0	11	1	140
WPA Routes Total	691	13	1	52	1	758
Standard Entry	2,647	20	1	90	6	2,764
Grand Total*	3,429	33	2	144	49	3,657

*Includes students who entered through the Northern Ireland Feasibility Study, the Trinity Feasibility Study, and students on Foundation Courses

3.1.5 Assessment progress of undergraduate registered students entering through Widening Participation entry routes

Table 3.6 presents the pass rate for undergraduate students across years 1-5 who entered through various WP routes for the period 2016-2020. The overall pass rate was 92% in 2020/21, which represents a 3% decrease when compared to 2019/20 (95%), although it must be noted that 2020/21 is in line with previous years; for example, the pass rate in 2018/19 was 90% and 91% in 2017/18 and 2016/17. Only 6% of students who entered through alternative entry routes repeated the year in 2020/21 and 3% in 2019/20, which represents a slight decrease from 8% between 2016/17 to 2018/19 (see Appendix VII). Looking at the different entry routes, 9% (57) of mature students repeated the year in 2020/21, compared to 4% (26) in 2019/20.

Table 3.6: Number of UG registered students across years 1-5 who enter through Widening Participation Routes who achieved a Pass (summarised from Table F(a) Appendix VI), N reported.

Widening Participation Access Routes	2020/21	2020/21 Total	2019/20	2019/20 Total	2018/19	2018/19 Total	2017/18	2017/18 Total	2016/17	2016/17 Total
DARE (Merit offer)	299	312	256	268	236	258	229	236	180	193
DARE (Reduced points offer)	649	701	608	644	532	610	455	529	404	461
HEAR (Merit offer)	186	189	166	169	180	195	192	198	184	197
HEAR (Reduced points offer)	457	493	453	478	436	481	469	514	445	489
ex Foundation into full degree (Mature)	71	81	78	87	83	91	80	91	81	91
ex Foundation into full degree (Young Adult)	124	139	117	129	122	147	104	125	110	124
FETAC/QQI	142	152	100	104	71	77	45	50	40	50
Mature	548	611	546	580	547	605	559	613	575	616
Widening Participation Access Routes Total	2,476	2,678	2,324	2,459	2,207	2,464	2,133	2,356	2,019	2,221
Standard Entry	9,632	10,009	9,272	9,583	9,140	9,570	9,007	9,400	8,976	9,377
Grand Total*	12,349	12,975	11,830	12,283	11,585	12,284	11,354	11,984	11,146	11,761

*Includes students who entered through the Northern Ireland Feasibility Study, the Trinity Feasibility Study, and students on Foundation Courses

3.2 Award classifications

The AR Annual Report, 2020/21 provides comparative data on the percentage of students achieving different award classifications (degree award) in 2020/21 (ref: AR Annual Report, 2020/21, Table E14 pg. 68-72).

There was an increase in the proportion of students awarded a First-Class degree, from 32% in 2019/20 to 34% in 2020/21 (2018/19: 23%). As shown in Table 3.5, across the faculties the highest percentage of First-Class degrees was in HS (excluding Medicine and Dental Science) with 40%, a decrease of 2% on 2019/20. The proportion of First-Class degrees increased by 8% for AHSS from 2019/20, while a decrease of 3% was observed in STEM and MF.

Table 3.5: First-Class Degrees by faculty 2020/21 and 2019/20 (summarised from AR Annual Report, Table E14, pg. 65-69)

Faculty	% First Class Degrees 2020/21	% First Class Degrees 2019/20
AHSS	37%	29%
STEM	31%	34%
HS*	40%	42%
MF	35%	38%

*Excludes Medicine and Dental Science

It is important to note that it is possible that grade inflation may be partially explained by the measures introduced to mitigate the impact of Covid-19, such as changes made to assessment modalities, the facility for students to defer assessments and to re-sit modules they had passed where the grade contributed to the final degree result – providing opportunities to improve their overall grade. Trends in award classifications should continue to be monitored closely.

3.3 Gold Medals

In April 2018, Council approved that Gold Medals be awarded based on 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 in 2019/20 for the new entrant cohort in TEP Phase 2 programmes⁹. 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.

Table E19: Number of First-Class degree and Gold Medals awarded by faculty, 2020/21–2015/16 (source: AR Report 2019/20, pg. 76)

Faculty	2020/21		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	First Class Degrees	Gold Medals
AHSS	430	39	315	34	287	37	242	33	190	30	190	13
STEM	249	84	316	81	240	69	204	63	235	70	171	41
HS	193	61	219	60	159	53	106	22	101	23	132	32
MF	156	20	127	10	90	12	60	7	81	16	78	14
Total	1,028	204	1,003	185	776	171	612	125	607	139	571	100
% Proportion of overall First-Class awards	20%		18%		22%		20%		23%		18%	

Source: SITS

The percentage of students achieving a Gold Medal as a proportion of the overall number of First-Class awards increased to 20% in 2020/21 from 18% in 2019/20 (see Table E19 above). This is a reversal of the downward trend that has been seen over the last four years, and suggests that in 2020/21, more of these awards achieved an overall degree mark of 75% or above compared to 2019/20. As seen in Table E20 below, there has been an increase of 15% in the number of Gold Medals awarded to females, compared to a more modest increase of 4% among males.

⁹ A new ECTS schema was created to represent courses within the TEP architecture, and to admit students to the academic model on a phased basis beginning in 2018/19. Phase 1 included all programmes from the faculty of HS and three programmes from STEM, while Phase 2 included all programmes from the faculty of AHSS and remaining STEM programmes. See https://www.tcd.ie/academic-services/assets/copy%20final_schema-implementation_of%20tep_curriculum_architecture.pdf for more information.

Table E20: Gold Medals awarded by Gender 2020/21 – 2015/16 (source: AR Report 2020/21, pg. 76)

Gender	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Male	98	94	80	65	80	48
Female	106	92	91	60	59	52
Total	204	185	171	125	139	100

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 the number of cases submitted to the Courts of First Appeal following the reassessment period almost doubled in 2020/21 (42) compared to 2019/20 (23). This follows sharp decreases in preceding years which were attributed to 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).

Table E2(a): Undergraduate Student Cases: Courts of First Appeal 2020/21 - 2016/17 (source: AR Annual Report 2020/21, pg. 53)

Courts of First Appeal	2020/21		2019/20		2018/19		2017/18		2016/17	
	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Suppl	Annual	Suppl
Engineering, Science, SCSS	0	7	0	8	0	11	2	45	9	30
Arts, Humanities & Social Sciences	1	7	0	2	4	4	4	22	3	53
Law	0	2	2	2	10	3	5	11	6	64
Medicine, Nursing, Pharmacy, Therapy	1	19	0	8	2	18	6	64	2	11
Multi-faculty (TSM)	0	5	0	3	0	1	1	6	2	11
Total	2	40	2	23	16	37	18	148	20	158
Total for the year	42		25		53		166		178	

Source: extracted from AR Student Cases UG Daily Log

As noted in the AR Annual Report 2020/21, only two cases were brought to the Courts of First Appeal in the annual session, representing no change from 2019/20. The sharp decrease observed since 2018/19 can be attributed to the introduction of progression and award regulations under TEP and may also be attributed to the Covid-19 measures that were introduced in 2019/20, such as 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 student's progression once the student achieved an overall pass mark for the year.

As a result of the many accommodations given to students in 2020/21 due to Covid-19, Student Cases reported just six academic appeals cases.

Table E4 below presents the reasons for students going off-books and shows that there is a decline in students requesting to go off-books, with 293 total cases in 2020/21 compared to 415 in 2019/20.

Table E4: Reasons for undergraduate students going off-books: 2020/21-2015/16 (source: AR Annual Report 2020/21, p. 56)

Reasons for off-books	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Reason for off-books (OBN)						
Personal	67	67	69	80	93	83
Medical	92	115	130	131	94	50
Financial	9	13	17	19	19	19
Ad Mis	7	6	8	13	13	7
Other	3	6	11	11	18	29
Health reasons	3	2	3	5	7	41
Intercalation	19	8	7	16	5	22
Academic	2	15	7	5	4	10
Collaborative programme	2	0	0	0	2	0
Disability needs not met	1	0	0	0	0	0
Deferred	1	0	0	0	0	0
Related to covid	6	0	0	0	0	0
Total OBN cases	212	231	252	280	255	261
OBA (Off-books with assessment)	81	184	167	206	182	214
Total cases (OBN+OBA)	293	415	419	486	437	475

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, the link of which is provided in programme handbooks.

The recording of plagiarism cases at the module level in SITS is reported in the Academic Registry Annual Report. From 2016/17 (45) to 2018/19 (47) the number of cases recorded remained stable, however, there was a 35% increase in 2019/20 to 73. A further increase to 124 plagiarism cases was recorded in 2020/21, (ref. AR Annual Report, 2020/21 Appendices: table E22).

However, it is of note that a substantial proportion of the cases of plagiarism are related to a small number of courses and are not widespread across Trinity. Further data on examination infringement and plagiarism was obtained from the Office of the Junior Dean and the data is available from Appendix VIII.¹⁰ In 2020/21, 13 cases of examination infringement were reported, which is a decrease from 18 in 2019/20. It must be noted that two of these incidents involved collusion among a large number of students engaged in take-home examinations. One such incident involved approximately one third of all students on the course, and the exam was re-held as an in-person exam.

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 increase since 2019/20 may be attributed to the shift to online assessments and open-book examinations due to the pandemic. A working group on Academic Integrity has been established (2022) to progress work on reviewing and updating regulations and policy relating to plagiarism and examination infringement, as well as developing supports for the student and academic community. The establishment of a National Academic Integrity Advisory Network (NAIN) by Quality and Qualifications Ireland (QQI) will inform the development of national policy, regulations, and practice guidelines in this area.

3.6 Examinations

Table E10(b) from the AR Annual Report below presents the breakdown of examination sittings from 2015/16 to 2019/20. The data from 2018/19 onwards 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. 62)

Examination Sittings	2020/21		2019/20		2018/19		2017/18	2016/17	2015/16
End of Year / Semester	Semester 1	30,998	Semester 1	34,280	Semester 1	32,139	62,430	61,046	75,778
	Semester 2	28,292	Semester 2	30,235	Semester 2	36,246			
Reassessments / Supplementals	2,971		2,874		3,644		4,107	3,926	4,260
Specials	1,644		24		-		98	109	147
Council Approved Annual	3,101		4,121		6,649		15,161	15,269	12,562
Council Approved Supplemental [^]	531		-		477		-	-	-
Term Tests	-		2,361		2,754		6,433	5,509	5,533

¹⁰ The data presented in Appendix VIII relates to incidents that have been reported to the Office of the Junior Dean and may contain cases that are not contained in the record held by Academic Registry.

Foundation Scholarship	2,718	2,870	2,560	2,470	2,307	2,653
Other *	-	-	536	508	480	531
Totals	70,255	76,765	85,023	91,207	88,646	101,464

The AR Annual Report 2020/21 reported a further 8% reduction in the number of centrally managed examination sittings from 2019/20 (76,765) to 2020/21 (70,255) and attributed this to a wider use of assignments and online class tests. However, the report also notes that the COVID-19 pandemic makes it difficult to undertake meaningful comparisons and will continue to assess if the change in assessment modalities will continue post-pandemic.

3.7 Examination Accommodations

In 2020/21, the number of students that registered for examination accommodations with the Disability Service at the annual examination session increased, with 1,216 students compared with 1,187 students in 2019/20. As all exams were delivered online, the implementation of alternative exam accommodations was carried out in Schools and was not recorded by the Assessment Team, although the Report states that it is likely the demand for emergency accommodations was reduced by COVID-19 mitigation arrangements.

The Disability Service continued to ensure that students with disabilities had examination accommodations applied when necessary in 2020/21, such as extra examination time including 10, 15 and 20 minutes extra per hour, and the provision of low distraction venues and group venues.

3.8 Foundation Scholarship

In 2020/21, 73 new Foundation and Non-Foundation Scholars were elected, compared to 57 in 2019/20, and 58 in 2018/2019 (Table E13 below). Of the Foundation and Non-Foundation Scholarships awarded, 41 were to females and 32 to males, compared to 28 to females and 29 to males in 2019/20.

2020/21 was the sixth 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	2021		2020		2019		2018		2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

AHSS	16	15	8	7	6	8	12	11	10	5
EMS	3	9	3	12	7	13	11	17	6	19
HS	19	7	11	8	10	7	14	6	12	1
MF	3	1	6	2	4	3	1	1	1	1
Total	41	32	28	29	27	31	38	35	29	26
Overall Total	73		57		58		73		55	

Appendix I

Undergraduate registrations for Year 1

Total Undergraduate Year 1 Registrations 2020/21 to 2015/16

Total Undergraduate Year 1 Registrations 2020/21 to 2015/16																			
Faculty	Course Group	2020-21			2019-20			2018-19			2017-18			2016-17			2015-16		
		EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
AHSS	UG	1090	144	1234	988	141	1,129	985	96	1,081	1,016	83	1,099	973	66	1,039	968	47	1,015
	UG Validated	25	3	28	18	1	19	24		24	18	2	20	20	1	21	8		8
	UG Visiting	257	20	277	406	421	827	380	432	812	431	430	861	360	379	739	330	337	667
Total		1372	167	1539	1,412	563	1,975	1,389	528	1,917	1,465	515	1,980	1,353	446	1,799	1,306	384	1,690
EMS	UG	893	89	982	844	69	913	877	45	922	846	43	889	827	25	852	840	31	871
	UG Visiting	47	2	49	83	27	110	97	18	115	96	13	109	89	6	95	96	113	209
Total		940	91	1031	927	96	1,023	974	63	1,037	942	56	998	916	31	947	936	144	1,080
HS	UG	744	105	849	716	102	818	717	99	816	706	77	783	703	79	782	724	79	803
Total		744	105	849	716	102	818	717	99	816	706	77	783	703	79	782	724	79	803
Multi Faculty	UG	489	43	532	441	45	486	420	35	455	407	25	432	414	25	439	409	18	427
	UG Visiting	21	5	26	34	123	157	15	143	158	2	118	120	2	90	92	35	74	109
Total		510	48	558	475	168	643	435	178	613	409	143	552	416	115	531	444	92	536
Grand Total		3,566	411	3,977	3,530	929	4,459	3,515	868	4,383	3,522	791	4,313	3,388	671	4,059	3,410	699	4,109

Appendix II

Table A21 Full Breakdown of CAO Applications to Trinity

		2020			2019			2018			2017			2016			
Province	County	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Connaught	GALWAY	138	319	457	119	299	418	124	291	415	149	285	434	150	302	452	
	LEITRIM	32	71	103	33	54	87	21	45	66	29	49	78	24	54	78	
	MAYO	87	212	299	83	158	241	84	172	256	84	183	267	107	210	317	
	ROSCOMMON	47	106	153	42	79	121	58	97	155	63	96	159	48	95	143	
	SLIGO	46	83	129	53	96	149	43	88	131	52	95	147	70	107	177	
Leinster	Dublin	DUBLIN	3198	4737	7935	2970	4298	7268	2837	4185	7022	2888	4311	7199	2936	4195	7131
	Rest of Leinster	CARLOW	53	92	145	49	84	133	36	82	118	52	87	139	42	83	125
		KILDARE	476	814	1290	404	654	1058	394	661	1055	390	687	1077	361	660	1021
		KILKENNY	73	152	225	76	133	209	74	139	213	66	148	214	85	173	258
		LAOIS	82	176	258	72	156	228	64	166	230	78	150	228	69	143	212
		LONGFORD	42	103	145	42	87	129	49	79	128	33	87	120	46	68	114
		LOUTH	192	391	583	208	323	531	156	319	475	151	308	459	141	301	442
		MEATH	408	699	1107	329	636	965	302	589	891	349	565	914	366	548	914
		OFFALY	63	160	223	60	123	183	61	104	165	52	124	176	67	155	222
		WESTMEATH	115	217	332	83	171	254	86	202	288	101	176	277	90	199	289
		WEXFORD	148	245	393	130	225	355	127	276	403	151	281	432	157	253	410
WICKLOW	340	520	860	301	455	756	283	447	730	292	419	711	330	412	742		
Munster	CLARE	51	126	177	55	112	167	59	124	183	74	126	200	52	135	187	
	CORK	175	382	557	169	323	492	184	348	532	211	411	622	257	424	681	
	KERRY	65	131	196	71	118	189	79	131	210	95	157	252	99	187	286	
	LIMERICK	81	138	219	85	141	226	84	144	228	117	161	278	111	156	267	
	TIPPERARY	81	192	273	76	155	231	81	151	232	107	178	285	84	190	274	
	WATERFORD	69	130	199	58	112	170	70	114	184	80	106	186	73	110	183	
Northern Ireland	ANTRIM	194	393	587	208	385	593	266	497	763	325	627	952	328	600	928	
	ARMAGH																
	DERRY																

	DOWN															
	FERMANAGH															
	TYRONE															
Ulster (3 counties in the Republic)	CAVAN	81	171	252	68	177	245	76	142	218	84	179	263	75	180	255
	DONEGAL	80	200	280	96	192	288	95	159	254	118	237	355	114	234	348
	MONAGHAN	66	131	197	58	112	170	53	108	161	64	116	180	54	132	186
	Sub-Total	6483	11091	17574	5998	9858	15856	5846	9860	15706	6255	10349	16604	6336	10306	16642
	Total	17574			15856			15706			16604			16642		
Country	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Ireland (excl. NI)	6262	10648	16987	5790	9473	15263	5580	9363	14943	5930	9722	15652	6008	9706	15714	
Northern Ireland	193	394	587	208	385	593	266	497	763	325	627	952	328	600	928	
Britain	173	290	463	211	268	479	210	342	552	247	367	614	240	337	577	
Europe	460	816	1276	477	823	1300	431	794	1225	396	707	1103	337	653	990	
Non-EU	125	148	273	101	198	299	100	160	260	105	168	273	116	190	306	
	TOTAL APPLICATIONS	7213	12296	19586	6787	11147	17934	6587	11156	17743	7003	11591	18594	7029	11486	18515

Appendix III

Table 4: Retention and Progression Exit Award by Gender 2020/21 (provided by AR on 27 February 2022)

Standing & Retention	Female	%	Male	%	Not Specified	Grand Total	%
1	2080	28.43%	1316	26.24%	9	3405	27.59%
Progressed Same Course	1943	93.41%	1188	90.27%	9	3140	92.22%
Repeat Same Course	20	0.96%	32	2.43%		52	1.53%
Transferred to Another Course	40	1.92%	28	2.13%		68	2.00%
Not Retained	77	3.70%	68	5.17%		145	4.26%
2	1795	24.53%	1218	24.28%	1	3014	24.42%
Course Completed-Exit Award	2	0.11%		0.00%		2	0.07%
Progressed Same Course	1752	97.60%	1140	93.60%	1	2893	95.99%
Repeat Same Course	11	0.61%	31	2.55%		42	1.39%
Transferred to Another Course	6	0.33%	23	1.89%		29	0.96%
Not Retained	24	1.34%	24	1.97%		48	1.59%
3	1663	22.73%	1189	23.70%		2852	23.11%
Course Completed	19	1.14%	16	1.35%		35	1.23%
Progressed Same Course	1623	97.59%	1113	93.61%		2736	95.93%
Repeat Same Course	4	0.24%	20	1.68%		24	0.84%
Transferred to Another Course	2	0.12%	17	1.43%		19	0.67%
Not Retained	15	0.90%	23	1.93%		38	1.33%
4	1644	22.47%	1101	21.95%		2745	22.24%
Course Completed	1410	85.77%	802	72.84%		2212	80.58%
Course Completed-Exit Award	18	1.09%	95	8.63%		113	4.12%
Progressed Same Course	203	12.35%	180	16.35%		383	13.95%
Repeat Same Course	4	0.24%	5	0.45%		9	0.33%
Transferred to Another Course	3	0.18%	2	0.18%		5	0.18%
Not Retained	6	0.36%	17	1.54%		23	0.84%
5	135	1.85%	192	3.83%		327	2.65%
Course Completed	134	99.26%	191	99.48%		325	99.39%
Repeat Same Course		0.00%	1	0.52%		1	0.31%
Not Retained	1	0.74%		0.00%		1	0.31%
Grand Total	7317	100.00%	5016	100.00%	10	12343	100.00%

Appendix IV

Table 5: Retention and Progression Exit Award by Gender and Faculty 2020/21 (provided by AR on 28 February 2022)

	AHSS			AHSS Total	STEM			STEM Total	HS			HS Total	MF			MF Total	Grand Total
Standing & Retention	Female	Male	Not Specified		Female	Male	Not Specified		Female	Male	Not Specified		Female	Male	Not Specified		
Year 1	750	448	4	1202	420	542	3	965	631	143	1	775	279	183	1	463	3405
Progressed Same Course	711	416	4	1131	385	484	3	872	593	131	1	725	254	157	1	412	3140
Repeat Same Course	3	7		10	5	15		20	8	5		13	4	5		9	52
Transferred to Another Course	13	4		17	15	14		29	5	2		7	7	8		15	68
Not Retained	23	21		44	15	29		44	25	5		30	14	13		27	145
Year 2	668	373	1	1042	338	510		848	567	181		748	222	154		376	3014
Course Completed-Exit Award	2			2													2
Progressed Same Course	654	354	1	1009	324	474		798	561	172		733	213	140		353	2893
Repeat Same Course	2	6		8	3	11		14	3	5		8	3	9		12	42
Transferred to Another Course		4		4	4	16		20					2	3		5	29
Not Retained	10	9		19	7	9		16	3	4		7	4	2		6	48
Year 3	584	394		978	319	500		819	534	173		707	226	122		348	2852
Course Completed	16	13		29					3	3		6					35
Progressed Same Course	562	365		927	314	472		786	526	168		694	221	108		329	2736
Repeat Same Course	1	5		6	3	11		14						4		4	24
Transferred to Another Course	1	4		5	1	9		10						4		4	19
Not Retained	4	7		11	1	8		9	5	2		7	5	6		11	38
Year 4	563	363		926	310	466		776	535	123		658	236	149		385	2745
Course Completed	558	358		916	233	244		477	385	54		439	234	146		380	2212
Course Completed-Exit Award					18	95		113									113
Progressed Same Course					57	111		168	146	69		215					383
Repeat Same Course	2			2		4		4	1			1	1	1		2	9
Transferred to Another Course	1			1		2		2	2			2					5
Not Retained	2	5		7	2	10		12	1			1	1	2		3	23
Year 5					40	130		170	95	62		157					327

Course Completed					39	130		169	95	61		156					325
Repeat Same Course										1		1					1
Not Retained					1			1									1
Grand Total	2565	1578	5	4148	1427	2148	3	3578	2362	682	1	3045	963	608	1	1572	12343

Appendix V

Table 6: Retention and Progression Exit Award by Fee Status 2020/21 (provided by AR on 27 February 2022)

Standing & Retention	EU	%	NEU	%	Grand Total	%
1	3042	27.27%	363	30.61%	3405	27.59%
Progressed Same Course	2811	92.41%	329	90.63%	3140	92.22%
Repeat Same Course	42	1.38%	10	2.75%	52	1.53%
Transferred to Another Course	58	1.91%	10	2.75%	68	2.00%
Not Retained	131	4.31%	14	3.86%	145	4.26%
2	2715	24.33%	299	25.21%	3014	24.42%
Course Completed-Exit Award	2	0.07%		0.00%	2	0.07%
Progressed Same Course	2605	95.95%	288	96.32%	2893	95.99%
Repeat Same Course	39	1.44%	3	1.00%	42	1.39%
Transferred to Another Course	29	1.07%		0.00%	29	0.96%
Not Retained	40	1.47%	8	2.68%	48	1.59%
3	2608	23.38%	244	20.57%	2852	23.11%
Course Completed	33	1.27%	2	0.82%	35	1.23%
Progressed Same Course	2507	96.13%	229	93.85%	2736	95.93%
Repeat Same Course	23	0.88%	1	0.41%	24	0.84%
Transferred to Another Course	18	0.69%	1	0.41%	19	0.67%
Not Retained	27	1.04%	11	4.51%	38	1.33%
4	2543	22.79%	202	17.03%	2745	22.24%
Course Completed	2115	83.17%	97	48.02%	2212	80.58%
Course Completed-Exit Award	93	3.66%	20	9.90%	113	4.12%
Progressed Same Course	307	12.07%	76	37.62%	383	13.95%
Repeat Same Course	7	0.28%	2	0.99%	9	0.33%
Transferred to Another Course	4	0.16%	1	0.50%	5	0.18%
Not Retained	17	0.67%	6	2.97%	23	0.84%
5	249	2.23%	78	6.58%	327	2.65%
Course Completed	248	99.60%	77	98.72%	325	99.39%
Repeat Same Course	1	0.40%		0.00%	1	0.31%
Not Retained		0.00%	1	1.28%	1	0.31%
Grand Total	11157	100.00%	1186	100.00%	12343	100.00%

Appendix VI

Table 7i: Retention and Progression Exit Award Update by Fee Status and Faculty 2020/21 (provided by AR on 27 February 2022)

Student Body by Faculty & Fee Status	AHS		AHS Total	STEM		STEM Total	HSC		HSC Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
Year 1	1061	141	1202	882	83	965	673	102	775	426	37	463	3405
Progressed Same Course	1005	126	1131	795	77	872	632	93	725	379	33	412	3140
Repeat Same Course	8	2	10	18	2	20	10	3	13	6	3	9	52
Transferred to Another Course	11	6	17	27	2	29	5	2	7	15		15	68
Not Retained	37	7	44	42	2	44	26	4	30	26	1	27	145
Year 2	922	120	1042	795	53	848	650	98	748	348	28	376	3014
Course Completed-Exit Award	2		2										2
Progressed Same Course	893	116	1009	746	52	798	639	94	733	327	26	353	2893
Repeat Same Course	7	1	8	13	1	14	8		8	11	1	12	42
Transferred to Another Course	4		4	20		20				5		5	29
Not Retained	16	3	19	16		16	3	4	7	5	1	6	48
Year 3	896	82	978	770	49	819	617	90	707	325	23	348	2852
Course Completed	27	2	29				6		6				35
Progressed Same Course	852	75	927	739	47	786	606	88	694	310	19	329	2736
Repeat Same Course	6		6	14		14				3	1	4	24
Transferred to Another Course	5		5	10		10				3	1	4	19
Not Retained	6	5	11	7	2	9	5	2	7	9	2	11	38
Year 4	862	64	926	718	58	776	590	68	658	373	12	385	2745
Course Completed	852	64	916	463	14	477	432	7	439	368	12	380	2212
Course Completed-Exit Award				93	20	113							113
Progressed Same Course				152	16	168	155	60	215				383
Repeat Same Course	2		2	2	2	4	1		1	2		2	9
Transferred to Another Course	1		1	1	1	2	2		2				5
Not Retained	7		7	7	5	12		1	1	3		3	23
Year 5				164	6	170	85	72	157				327
Course Completed				164	5	169	84	72	156				325

Repeat Same Course							1		1				1
Not Retained					1	1							1
Grand Total	3741	407	4148	3329	249	3578	2615	430	3045	1472	100	1572	12343

Table 7ii: Retention and Progression Exit Award Update 2020/21 (provided by AR on 27 February 2022)

Student Body by Faculty & Fee Status	AHSS		AHS Total	STEM		STEM Total	HSC		HSC Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
Year 1	28.4%	34.6%	29.0%	26.5%	33.3%	27.0%	25.7%	23.7%	25.5%	28.9%	37.0%	29.5%	27.6%
Progressed Same Course	94.7%	89.4%	94.1%	90.1%	92.8%	90.4%	93.9%	91.2%	93.5%	89.0%	89.2%	89.0%	92.2%
Repeat Same Course	0.8%	1.4%	0.8%	2.0%	2.4%	2.1%	1.5%	2.9%	1.7%	1.4%	8.1%	1.9%	1.5%
Transferred to Another Course	1.0%	4.3%	1.4%	3.1%	2.4%	3.0%	0.7%	2.0%	0.9%	3.5%	0.0%	3.2%	2.0%
Not Retained	3.5%	5.0%	3.7%	4.8%	2.4%	4.6%	3.9%	3.9%	3.9%	6.1%	2.7%	5.8%	4.3%
Year 2	24.6%	29.5%	25.1%	23.9%	21.3%	23.7%	24.9%	22.8%	24.6%	23.6%	28.0%	23.9%	24.4%
Course Completed-Exit Award	0.2%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Progressed Same Course	96.9%	96.7%	96.8%	93.8%	98.1%	94.1%	98.3%	95.9%	98.0%	94.0%	92.9%	93.9%	96.0%
Repeat Same Course	0.8%	0.8%	0.8%	1.6%	1.9%	1.7%	1.2%	0.0%	1.1%	3.2%	3.6%	3.2%	1.4%
Transferred to Another Course	0.4%	0.0%	0.4%	2.5%	0.0%	2.4%	0.0%	0.0%	0.0%	1.4%	0.0%	1.3%	1.0%
Not Retained	1.7%	2.5%	1.8%	2.0%	0.0%	1.9%	0.5%	4.1%	0.9%	1.4%	3.6%	1.6%	1.6%
Year 3	24.0%	20.1%	23.6%	23.1%	19.7%	22.9%	23.6%	20.9%	23.2%	22.1%	23.0%	22.1%	23.1%
Course Completed	3.0%	2.4%	3.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.8%	0.0%	0.0%	0.0%	1.2%
Progressed Same Course	95.1%	91.5%	94.8%	96.0%	95.9%	96.0%	98.2%	97.8%	98.2%	95.4%	82.6%	94.5%	95.9%
Repeat Same Course	0.7%	0.0%	0.6%	1.8%	0.0%	1.7%	0.0%	0.0%	0.0%	0.9%	4.3%	1.1%	0.8%
Transferred to Another Course	0.6%	0.0%	0.5%	1.3%	0.0%	1.2%	0.0%	0.0%	0.0%	0.9%	4.3%	1.1%	0.7%
Not Retained	0.7%	6.1%	1.1%	0.9%	4.1%	1.1%	0.8%	2.2%	1.0%	2.8%	8.7%	3.2%	1.3%
Year 4	23.0%	15.7%	22.3%	21.6%	23.3%	21.7%	22.6%	15.8%	21.6%	25.3%	12.0%	24.5%	22.2%
Course Completed	98.8%	100.0%	98.9%	64.5%	24.1%	61.5%	73.2%	10.3%	66.7%	98.7%	100.0%	98.7%	80.6%
Course Completed-Exit Award	0.0%	0.0%	0.0%	13.0%	34.5%	14.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.1%
Progressed Same Course	0.0%	0.0%	0.0%	21.2%	27.6%	21.6%	26.3%	88.2%	32.7%	0.0%	0.0%	0.0%	14.0%
Repeat Same Course	0.2%	0.0%	0.2%	0.3%	3.4%	0.5%	0.2%	0.0%	0.2%	0.5%	0.0%	0.5%	0.3%
Transferred to Another Course	0.1%	0.0%	0.1%	0.1%	1.7%	0.3%	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.2%
Not Retained	0.8%	0.0%	0.8%	1.0%	8.6%	1.5%	0.0%	1.5%	0.2%	0.8%	0.0%	0.8%	0.8%
Year 5	0.0%	0.0%	0.0%	4.9%	2.4%	4.8%	3.3%	16.7%	5.2%	0.0%	0.0%	0.0%	2.6%
Course Completed				100.0%	83.3%	99.4%	98.8%	100.0%	99.4%				99.4%
Repeat Same Course				0.0%	0.0%	0.0%	1.2%	0.0%	0.6%				0.3%

Not Retained				0.0%	16.7%	0.6%	0.0%	0.0%	0.0%				0.3%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix VII

Table F(a) (i) Assessment Progress of UG registered student profile across years 1-5 by access route. (Provided by AR on 15 March 2022)

	2016/17					2016/17 Total	2017/18					2017/18 Total	2018/19					2018/19 Total	2019/20					2019/20 Total	2020/21					2020/21 Total						
	Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result							
Undergraduates - by Access Routes																																				
Foundation (Young Adults, Mature & Arts,Sci Applied Prac)	46	4		3		53	54	6	1	1	62	62	1	1		64	58	3			61	59									42					101
Widening Participation Access Routes																																				
DARE (Merit offer)	180	1		12		193	229	5		2	236	236	3		19	258	256	2	1	8	1	268	299	1	1	11						312				
DARE (Reduced points offer)	404	8		49		461	455	6		66	529	532	11	1	65	610	608	5	8	21	2	644	649	4	1	46	1					701				
HEAR (Merit offer)	184	2		11		197	192	2		3	198	180	2		13	195	166	1	1	1		169	186			2	1					189				
HEAR (Reduced points offer)	445	4		39	1	489	469	11		34	514	436	4		41	481	453	5	5	11	4	478	457	9		27						493				
ex Foundation into full degree (Mature)	81	2		8		91	80	1		10	91	83	1		6	91	78	2		4	3	87	71	3		6	1					81				
ex Foundation into full degree (Young Adult)	110	2		12		124	104	1		19	125	122	8		17	147	117	3	2	5	2	129	124	2		13						139				
FETAC/QQI	40	2		8		50	45			5	50	71	1		5	77	100	1		3		104	142	2		7	1					152				
Mature	575	9		31	1	616	559	11		40	613	547	14		40	605	546	3	2	26	3	580	548	2		57	4					611				
Widening Participation Access Routes Total	2,019	30		170	2	2,221	2,133	37		179	2,356	2,207	44	1	206	2,464	2,324	22	19	79	15	2,459	2,476	23	2	169	8					2,678				
Other Alternative Access Routes																																				
Northern Ireland Feasibility Study	41	1		1		43	77				77	96	2		5	103	100		1			101	105			4						109				

Trinity Admissions Feasibility Study	64			3		67	83	5		1		89	80	1		2		83	76		1	2		79	77			1		78
Other Alternative Access Routes Total	105	1		4		110	160	5		1		166	176	3		7		186	176		2	2		180	182			5		187
Standard Entry	8,976	75	3	313	10	9,377	9,007	94	3	266	30	9,400	9,140	95		317	1 8	9,570	9,272	53	6 1	12 8	69	9,583	9,632	5 1	9	303	14	10,009
Undergraduates - by Access Routes Total	11,100	106	3	487	12	11,708	11,300	136	3	446	37	11,922	11,523	142	1	530	2 4	12,220	11,772	75	8 2	20 9	84	12,222	12,290	7 4	1 1	477	22	12,874
Grand Total	11,146	110	3	490	12	11,761	11,354	142	3	447	38	11,984	11,585	143	1	531	2 4	12,284	11,830	78	8 2	20 9	84	12,283	12,349	7 4	1 1	477	64	12,975

Table F (a) (ii) Assessment Progress of UG registered student profile across years 1-5 by access route: Percentages. (Provided by AR on 15 March 2022)

	2016/17					2016/17 Total	2017/18					2017/18 Total	2018/19					2018/19 Total	2019/20					2019/20 Total	2020/21					2020/21 Total					
	Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result						
Undergraduates - by Access Routes																																			
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	87%	8%	0%	6%	0%	16%	87%	10%	0%	2%	2%	18%	97%	2%	0%	2%	0%	19%	95%	5%	0%	0%	0%	18%	58%	0%	0%	0%	42%	30%					
Widening Participation Access Routes																																			
DARE (Merit offer)	93%	1%	0%	6%	0%	15%	97%	2%	0%	1%	0%	19%	91%	1%	0%	7%	0%	20%	96%	1%	0%	3%	0%	21%	96%	0%	0%	4%	0%	25%					
DARE (Reduced points offer)	88%	2%	0%	1%	0%	16%	86%	1%	0%	2%	0%	18%	87%	2%	0%	1%	0%	21%	94%	1%	1%	3%	0%	22%	93%	1%	0%	7%	0%	24%					
HEAR (Merit offer)	93%	1%	0%	6%	0%	21%	97%	1%	0%	2%	1%	21%	92%	1%	0%	7%	0%	21%	98%	1%	1%	1%	0%	18%	98%	0%	0%	1%	1%	20%					
HEAR (Reduced points offer)	91%	1%	0%	8%	0%	20%	91%	2%	0%	7%	0%	21%	91%	1%	0%	9%	0%	20%	95%	1%	1%	2%	1%	19%	93%	2%	0%	5%	0%	20%					
ex Foundation into full degree (Mature)	89%	2%	0%	9%	0%	21%	88%	1%	0%	1%	0%	21%	91%	1%	0%	7%	1%	21%	90%	2%	0%	5%	3%	20%	88%	4%	0%	7%	1%	18%					
ex Foundation into full degree (Young Adult)	89%	2%	0%	1%	0%	19%	83%	1%	0%	5%	1%	19%	83%	5%	0%	2%	0%	22%	91%	2%	2%	4%	2%	19%	89%	1%	0%	9%	0%	21%					
FETAC/QQI	80%	4%	0%	6%	0%	12%	90%	0%	0%	0%	0%	12%	92%	1%	0%	6%	0%	18%	96%	1%	0%	3%	0%	24%	93%	1%	0%	5%	1%	35%					
Mature	93%	1%	0%	5%	0%	20%	91%	2%	0%	7%	0%	20%	90%	2%	0%	7%	1%	20%	94%	1%	0%	4%	1%	19%	90%	0%	0%	9%	1%	20%					
Widening Participation Access Routes Total	91%	1%	0%	8%	0%	18%	91%	2%	0%	8%	0%	19%	90%	2%	0%	8%	0%	20%	95%	1%	1%	3%	1%	20%	92%	1%	0%	6%	0%	22%					
Other Alternative Access Routes																																			
Northern Ireland Feasibility Study	95%	2%	0%	2%	0%	10%	100%	0%	0%	0%	0%	18%	93%	2%	0%	5%	0%	24%	99%	0%	1%	0%	0%	23%	96%	0%	0%	4%	0%	25%					
Trinity Admissions Feasibility Study	96%	0%	0%	4%	0%	17%	93%	6%	0%	1%	0%	22%	96%	1%	0%	2%	0%	21%	96%	0%	1%	3%	0%	20%	99%	0%	0%	1%	0%	20%					

Other Alternative Access Routes Total	95%	1%	0%	4%	0%	13%	96%	3%	0%	1%	0%	20%	95%	2%	0%	4%	0%	22%	98%	0%	1%	1%	0%	22%	97%	0%	0%	3%	0%	23%
Standard Entry	96%	1%	0%	3%	0%	20%	96%	1%	0%	3%	0%	20%	96%	1%	0%	3%	0%	20%	97%	1%	1%	1%	1%	20%	96%	1%	0%	3%	0%	21%
Undergraduates - by Access Routes Total	95%	1%	0%	4%	0%	19%	95%	1%	0%	4%	0%	20%	94%	1%	0%	4%	0%	20%	96%	1%	1%	2%	1%	20%	95%	1%	0%	4%	0%	21%
Grand Total	95%	1%	0%	4%	0%	19%	95%	1%	0%	4%	0%	20%	94%	1%	0%	4%	0%	20%	96%	1%	1%	2%	1%	20%	95%	1%	0%	4%	0%	21%

Table F (b) (i) Assessment Progress of UG registered student profile across years 1-5 by year of study and access route (provided by AR on 15 March 2022)

2020/21	Year 1					Year 1 Total	Year 2				Year 2 Total	Year 3					Year 3 Total	Year 4					Year 4 Total	Year 5				Year 5 Total	Total
	Pass	Fail	Not Progressed	Repeat year	No Result	Pass	Fail	Repeat year	No Result	Pass	Fail	Not Progressed	Repeat year	No Result	Pass	Fail	Not Progressed	Repeat year	No Result	Pass	Fail	Repeat year	No Result	Pass	Fail	Repeat year	No Result		
Undergraduates - by Access Routes																													
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	53				4	95	6				6																		
Widening Participation Access Routes																													
DARE (Merit offer)	89	1	1	7		98	73		1		74	60			1		61	73			2		75	4				4	312
DARE (Reduced points offer)	184	3		12		199	174		12		186	142		1	13	156	136	1		8	1	146	13			1	14	701	
HEAR (Merit offer)	56			1		57	34		1		35	37				37	54					54	5			1	6	189	
HEAR (Reduced points offer)	122	5		12		139	108	3	4		115	107			7	114	110	1		4		115	10				10	493	
ex Foundation into full degree (Mature)	21	1		1		23	15	1	3	1	20	15	1		2	18	20					20						81	
ex Foundation into full degree (Young Adult)	35	2		5		42	26		2		28	37			4	41	26			2		28						139	
FETAC/QQI	56	1		3		60	39	1	1		41	30			1	31	17			2	1	20						152	
Mature	128			11	1	140	119	1	8	1	129	141			14	157	145	1		24		170	15				15	611	
Widening Participation Access Routes Total	691	13	1	52	1	758	588	6	32	2	628	569	1	1	42	615	581	3		42	2	628	47		1	1	49	2,678	
Other Alternative Access Routes																													
Northern Ireland Feasibility Study	20			1		21	24		3		27	25				25	36					36						109	

Trinity Admissions Feasibility Study	18			1		19	22				22	16				16	21					21							78
Other Alternative Access Routes Total	38			2		40	46		3		49	41				41	57					57						187	
Standard Entry	2,647	20	1	90	6	2,764	2,366	16	71	4	2,457	2,219	9	5	88	1	2,322	2,046	5	3	51	2	2,107	354	1	3	1	359	10,009
Undergraduates - by Access Routes Total	3,376	33	2	144	7	3,562	3,000	22	106	6	3,134	2,829	10	6	130	3	2,978	2,684	8	3	93	4	2,792	401	1	4	2	408	12,874
Grand Total	3,429	33	2	144	4	3,657	3,006	22	106	6	3,140	2,829	10	6	130	3	2,978	2,684	8	3	93	4	2,792	401	1	4	2	408	12,975

Table F (b) (ii) Assessment Progress of UG registered student profile across years 1-5 by year of study and access route- Percentages (provided by AR on 15 March 2022)

2020/21	Year 1					Year 1 Total	Year 2				Year 2 Total	Year 3					Year 3 Total	Year 4					Year 4 Total	Year 5				Year 5 Total			
	Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Not Progressed	Repeat year	No Result		Pass	Fail	Repeat year	No Result				
Foundation (Young Adults, Mature & Arts,Sci Applied Prac	56%	0%	0%	0%	44%	94%	10%	0%	0%	0%	6%						0%							0%					10%	0%	
Undergraduates - by Access Routes																															
Widening Participation Access Routes																															
DARE (Merit offer)	91%	1%	1%	7%	0%	31%	99%	0%	1%	0%	24%	98%	0%	0%	2%	0%	20%	97%	0%	0%	3%	0%	24%	10%	0%	0%	0%	0%	1%	10%	0%
DARE (Reduced points offer)	92%	2%	0%	6%	0%	28%	94%	0%	6%	0%	27%	91%	0%	1%	8%	0%	22%	93%	1%	0%	5%	1%	21%	93%	0%	7%	0%	0%	2%	10%	0%
HEAR (Merit offer)	98%	0%	0%	2%	0%	30%	97%	0%	3%	0%	19%	10%	0%	0%	0%	0%	20%	10%	0%	0%	0%	0%	29%	83%	0%	0%	17%	0%	3%	10%	0%
HEAR (Reduced points offer)	88%	4%	0%	9%	0%	28%	94%	3%	3%	0%	23%	94%	0%	0%	6%	0%	23%	96%	1%	0%	3%	0%	23%	10%	0%	0%	0%	0%	2%	10%	0%
ex Foundation into full degree (Mature)	91%	4%	0%	4%	0%	28%	75%	5%	15%	5%	25%	83%	6%	0%	11%	0%	22%	10%	0%	0%	0%	0%	25%						0%	10%	0%
ex Foundation into full degree (Young Adult)	83%	5%	0%	12%	0%	30%	93%	0%	7%	0%	20%	90%	0%	0%	10%	0%	29%	93%	0%	0%	7%	0%	20%						0%	10%	0%
FETAC/QQI	93%	2%	0%	5%	0%	39%	95%	2%	2%	0%	27%	97%	0%	0%	3%	0%	20%	85%	0%	0%	10%	5%	13%						0%	10%	0%
Mature	91%	0%	0%	8%	1%	23%	92%	1%	6%	1%	21%	90%	0%	0%	9%	1%	26%	85%	1%	0%	14%	0%	28%	10%	0%	0%	0%	0%	2%	10%	0%
Widening Participation Access Routes Total	91%	2%	0%	7%	0%	28%	94%	1%	5%	0%	23%	93%	0%	0%	7%	0%	23%	93%	0%	0%	7%	0%	23%	96%	0%	2%	2%	0%	2%	10%	0%
Other Alternative Access Routes																															
Northern Ireland Feasibility Study	95%	0%	0%	5%	0%	19%	89%	0%	11%	0%	25%	10%	0%	0%	0%	0%	23%	10%	0%	0%	0%	0%	33%						0%	10%	0%
Trinity Admissions Feasibility Study	95%	0%	0%	5%	0%	24%	10%	0%	0%	0%	28%	10%	0%	0%	0%	0%	21%	10%	0%	0%	0%	0%	27%						0%	10%	0%
Other Alternative Access Routes Total	95%	0%	0%	5%	0%	21%	94%	0%	6%	0%	26%	10%	0%	0%	0%	0%	22%	10%	0%	0%	0%	0%	30%						0%	10%	0%
Standard Entry	96%	1%	0%	3%	0%	28%	96%	1%	3%	0%	25%	96%	0%	0%	4%	0%	23%	97%	0%	0%	2%	0%	21%	99%	0%	1%	0%	0%	4%	10%	0%
Undergraduates - by Access Routes Total	95%	1%	0%	4%	0%	28%	96%	1%	3%	0%	24%	95%	0%	0%	4%	0%	23%	96%	0%	0%	3%	0%	22%	98%	0%	1%	0%	0%	3%	10%	0%

Grand Total	94%	1%	0%	4%	1%	28%	96%	1%	3%	0%	24%	95%	0%	0%	4%	0%	23%	96%	0%	0%	3%	0%	22%	98%	0%	1%	0%	3%	100%
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Appendix VIII

Examination Infringement and Plagiarism (provided by the Office of the Junior Dean on 22 March 2022)

2020-2021	REPORTED INCIDENTS	PANELS HELD	INVESTIGATIONS CONDUCTED	SANCTIONS IMPOSED
Examination Infringement	13*	11	11	11
Plagiarism	136	137	136	135
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
TOTAL	136	148	147	146
2019-2020	REPORTED INCIDENTS	PANELS HELD	INVESTIGATIONS CONDUCTED	SANCTIONS IMPOSED
Examination Infringement	18	0	0	18
Plagiarism	35	41	41	35
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
TOTAL	53	41	41	53
<p>*Two extensive incidents of examination infringement occurred in take-home exams in 2020-21. In one take-home examination where there were indications of collusion between a large number of students, warnings were given to those involved and the markings adjusted downwards in the rubric. The second incident, in which approximately one-third of the students were found to have been engaging in collusion, the exam was re-held as an in-person examination.</p>				

Examination Infringement: Possession of book(s), notes, or electronic storage and retrieval devices; possession of writing on his/her person upon entering the examination hall; use or attempted use of books, memorandum, notes or paper; aiding or attempting to aid another candidate; obtaining or attempting to obtain aid from another candidate; communication, or attempted communication, in any way, with another candidate; removal of answer books from the examination hall whether used or unused (1).

Plagiarism: the practice of taking another person's work or ideas and passing them off as one's own (2)... the inclusion of another person's writings or ideas in any formally presented work (including essays, theses, projects, laboratory reports, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement, either wholly or in part, of the original author or source of the material through appropriate citation. Plagiarism occurs where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the author's(3).

Contract Cheating: Usage of an essay mill; submission of an assessment that is not the original work of the student; when a person uses a third party service(s) to help them produce academic work where such input is not permitted and whether or not payment or favour is involved (4)

Infringements on Work Based Placement:

Research Misconduct: Unacceptable or improper behaviour in any part of research. (4)

(1) Institute of Technology, Carlow. (2016). Student Handbook, *14.3 Examination and Assessment Regulations, Section 4, p.97*

<https://www.itcarlow.ie/public/userfiles/files/student-handbook-2019-v1.pdf>

(2) Oxford English Dictionary: plagiarism - definition of plagiarism in English from the .., <http://www.oxforddictionaries.com/definition/english/plagiarism>.

(3) Plagiarism Policy - University College Dublin, http://www.ucd.ie/registry/academicsecretariat/docs/plagiarism_po.pdf.

(4) ENAI (2016). European Network for Academic Integrity *Glossary* <https://www.academicintegrity.eu/wp/glossary>