University of Dublin

Trinity College

Senior Lecturer's Annual Report 1998/99

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December 1999

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CONTAINED IN THE MAIN REPORT

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I. INTRODUCTION

The Senior Lecturer has responsibility under the College's *Statutes* to oversee studies and examinations. The Office of the Senior Lecturer also has responsibility for schools liaison, open days, information concerning courses of study, quality improvement, and the Trinity Access Programmes. The various College processes concerned with applications, admissions, courses of study, examinations and commencements are administered by the Office. This report sets out basic data describing important aspects of, and trends in, the academic work of the College. These data may be used in the formulation and implementation of academic policy as well as in the process of review and evaluation. This is the fourth such report and is organised in terms of the 'cradle to grave' cycle of contact that the Senior Lecturer's Area has with students.

II. SCHOOLS LIAISON, STUDENT APPLICATIONS AND ADMISSIONS, ENTRANCE EXHIBITIONS, MATRICULATION EXAMINATION, AND NEW ENTRANTS SURVEY

Schools liaison

The first formal point of contact with College for many students and their parents is the College Open Day which took place in December 1998. Approximately 8,000 students and teachers from 280 schools attended. Two information evenings for parents and students were held in January 1999 and were attended by about 400 people. Other liaison activities included 8 meetings with the regional branches of the Institute of Guidance Counsellors, representation at 33 careers exhibitions, and approximately 50 school visits.

Student applications and admissions

In 1998/99, Trinity continued to attract a substantial proportion (15%) of first preference applications in the CAO system (16% in 1997/98, 18% in 1996/97). In general, course quotas were more than met and one new undergraduate degree course was successfully launched. There was a ratio of at least 2.2:1 of first preference applications to course quotas in all faculties, with Health Sciences being the highest at 8.2:1; the overall College ratio was 3.9:1 (see Tables A5 and A6 on pages 22-24 in Appendix A).

Figure 1: Ratio of first preference applications to quota 1994, 1996, 1998
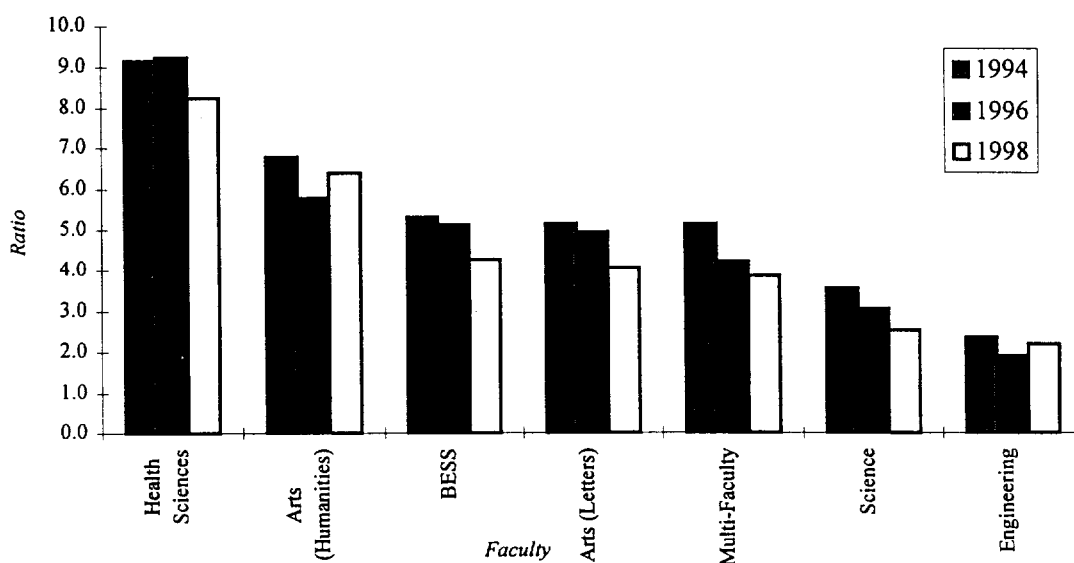
Multi-Faculty = TSM; History & Political Science; Law & French; Law & German; European Studies; Computer Science, Linguistics & a Language; Business Studies and a Language, Philosophy & Political Science.

Figure 2: First preferences applications and numbers registered 1994, 1996, 1998

■ Number of registered students (excluding repeat year students) □ Number of 1st preferences

Faculty by Year

Multi Faculty   Arts (H)   Arts (L)   BESS   ESS   Hlth Scie   Science
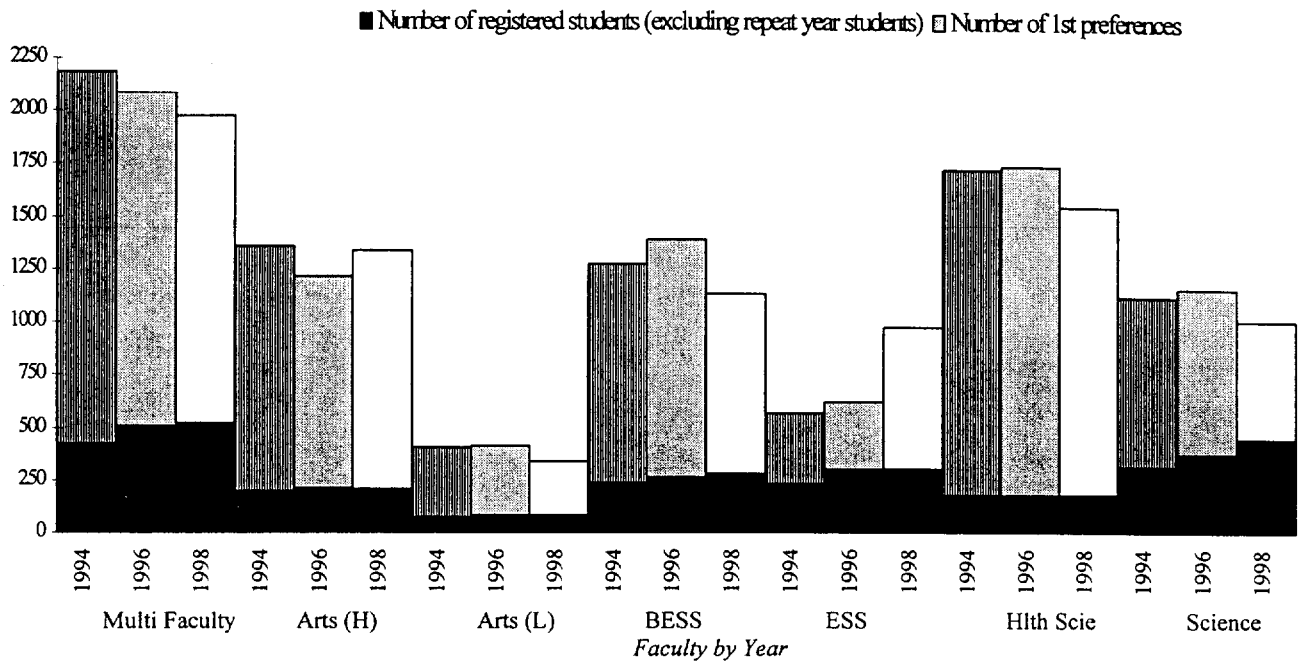
Out of a total of 60 (CAO and direct entry) courses, 6 courses did not reach their quota (see Table A2 page 18 in Appendix A).

For more detailed information on applications and admissions see Appendix A.

Entrance exhibitions
Of a total of 54,181 CAO applicants for degree courses, 1106 (2%) achieved 545 points or more (Leaving Certificate 6A2s = 540; A Level: AAB = 540). A total of 399 (36%) of these students accepted places at Trinity, comprising 19% of the Junior Freshman class for 1998/99, and all were awarded Entrance Exhibitions. A reception for all Entrance Exhibitioners, parents and school principals was held over two evenings in December 1998 and was attended by approximately 1,300 guests, Heads of Department, tutors and College Officers.

**Figure 3: Entrance Exhibition awards 1994, 1996, 1998**

No. of Awards

Multi-Faculty   Science   Health Sciences   Arts (Humanities)   Engineering & Systems Sciences   Business, Economic & Social Studies   Arts (Letters)

Faculty

■ 1994
■ 1996
□ 1998
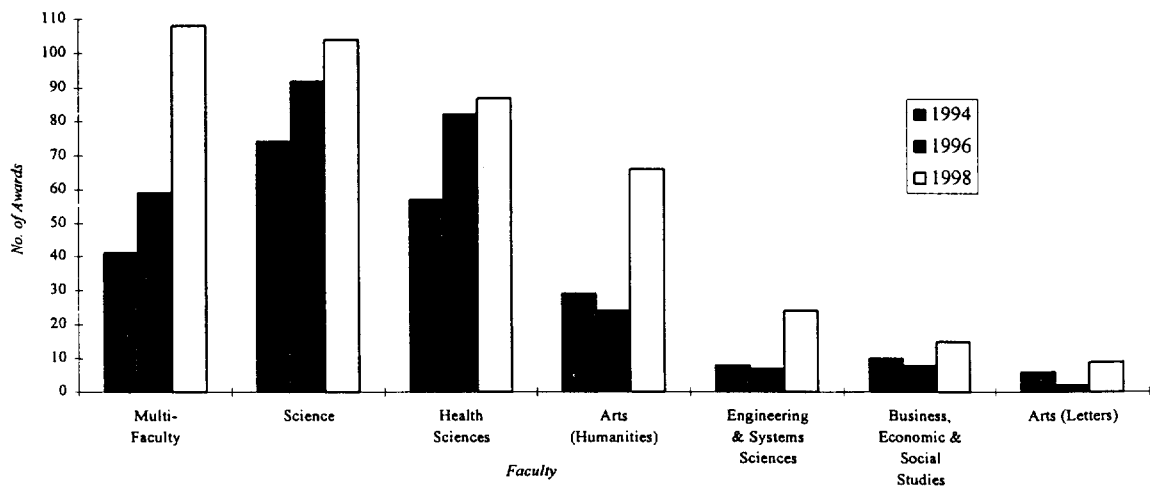
In April 1999, Board approved amendments to the regulations governing the award of Entrance Exhibitions to extend these to Junior Freshman new entrants outside the 32 counties of Ireland. Entrance Exhibitions are now awarded to new entrants on the basis of performance in a range of public examinations (eg, Leaving Certificate, 'A' Level, European Baccalaureate, International Baccalaureate).

Matriculation examination

A Matriculation examination is held in Trinity College every year, usually in April/May, in a limited range of subjects. The subjects for the examination are Biblical Studies, Geology and Russian. Points attributed in the Matriculation examination are equivalent to points attributed to the Higher Leaving Certificate examination papers, and students may combine points achieved in the matriculation examination with the Leaving Certificate to satisfy admission requirements. In 1998, a total of 29 students took matriculation examinations at Trinity College, as detailed in Table 1 below.

Table 1 - TCD Matriculation examination, 1994 - 1998

	1994	1995	1996	1997	1998
Biblical Studies	-	1	-	-	-
Geology	35	20	43	16	25
Russian	5	-	-	3	4
Total	**40**	**21**	**43**	**19**	**29**

New entrants survey

A survey of new entrants was conducted in October 1999 which sought to establish their motivation for coming to TCD. Figure 4 below illustrates the significant findings of this survey on a College wide basis. College's international reputation and its reputation for quality in teaching are the main reasons for people choosing to come to Trinity. It is obviously very important, therefore, to do everything possible to develop and consolidate these strengths.

Figure 4: Survey of undergraduate new entrants, 1999
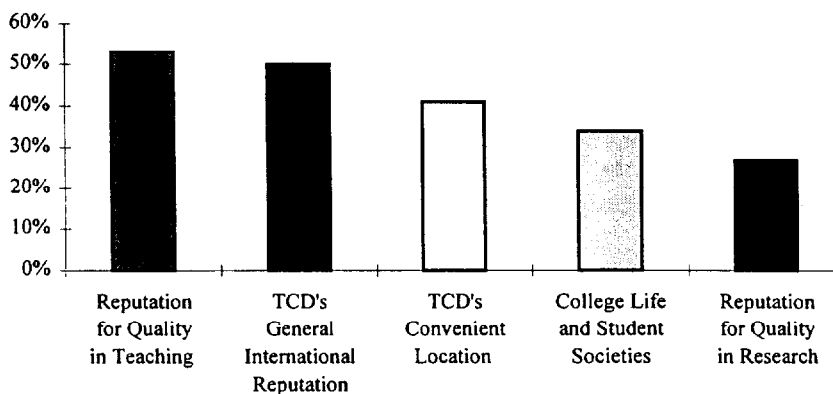
The percentage indicates the number of respondents who indicated on a scale 1-5 that the above factors were very important in students' choosing Trinity College (very important = 5 on a scale of 1-5).

In 1999, 36% of those surveyed said that they consulted Trinity's World Wide Web pages. This represents an increase of 4% on 1998 (32%) and underlies the value of maintaining an attractive and professional Web presence. More detailed data are provided in Table A9 on page 27 in Appendix A.

III.   TRINITY ACCESS PROGRAMME

The Trinity Access Programme (TAP) is the overall title given to a range of initiatives being taken in College to counteract educational disadvantage. These initiatives are co-ordinated by the Centre for Educational Access and Community Development. The Centre was established in October 1998 as part of an overall strategy to increase awareness of the value of education and to increase the confidence and capacity of communities where there has been no tradition of third level education. The Director of the Centre is Professor P J Drudy.

There are currently three initiatives

1. The *Second Level Project* was set up in 1993 as a pilot project linking Trinity College with second-level schools which had little or no tradition of progression to third level. The project aims to increase the number of students who complete their second level education and who proceed into third level education. Currently eleven schools are affiliated to the project.

2. The *Foundation Course for Higher Education – Mature Students*. This is a one-year foundation course established in 1997 to counteract educational disadvantage among mature students from economically and/or socially disadvantaged circumstances.

Academic year	Number of registered students	Completed course	Did not complete	Offered third level place	
				Trinity College	Other institution
1997/98	21	16	5	11	2
1998/99	23	22	1	17	4

Students successfully completing the course are awarded a Certificate in Foundation Studies for Higher Education.

3. *The Foundation Course for Higher Education - Young Adults* is a one-year foundation course which was launched in October 1999. The course caters for young adults (18-21 years old) who have academic potential but who require an additional year of education to prepare for third-level. Eighteen students have registered in 1999/00.

Reserved Places
In April 1999, Council and Board approved the introduction of up to seventy reserved places across the range of undergraduate degree courses in the College to students from TAP schools. Applicants must meet minimum College entry requirements as well as any special course requirements.

IV. STUDENT BODY

After the completion of the admissions process there were 13,756 registered students (12,736 in 1997/98). Of these, 6.7% were non-Irish European students, 2.6% were North American, and 2.2% were from other parts of the world.

Figure 5: Geographical distribution of student body, 1998/99

- ☐ Republic of Ireland (84%)
- ■ Northern Ireland (4.5%)
- ☐ European(EU) (6.7%)
- ▨ North American (2.6%)
- ■ Other (2.2%)
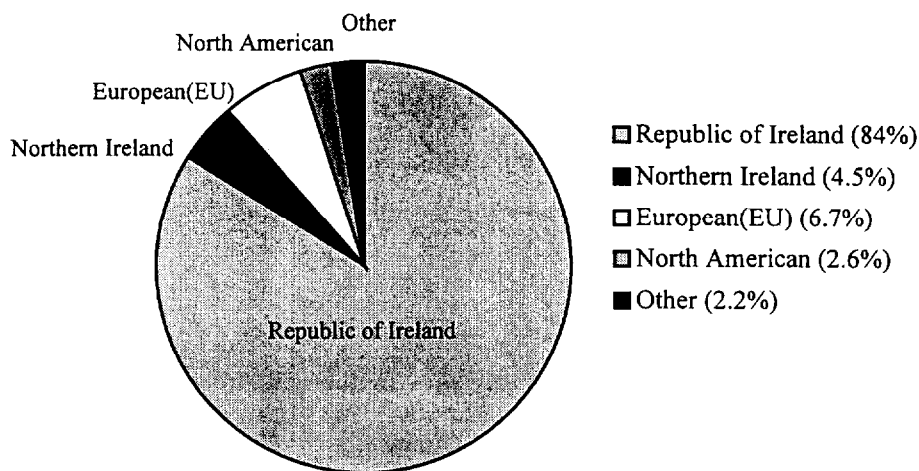
Further information is given on Table B1 on page 28.

Figure 6: Student numbers, 1998/99

- ☐ FT UG Degree (61%)
- ☐ FT UG Dip/Cert/Occas 7%)
- ☐ PT UG Degree/Dip/Cert/Occas (8%)
- ■ FT PG Degree (12%)
- ■ FT PG Dip/Cert/Occas (2%)
- ■ PT PG Degree/Dip/Cert/Occas (10%)
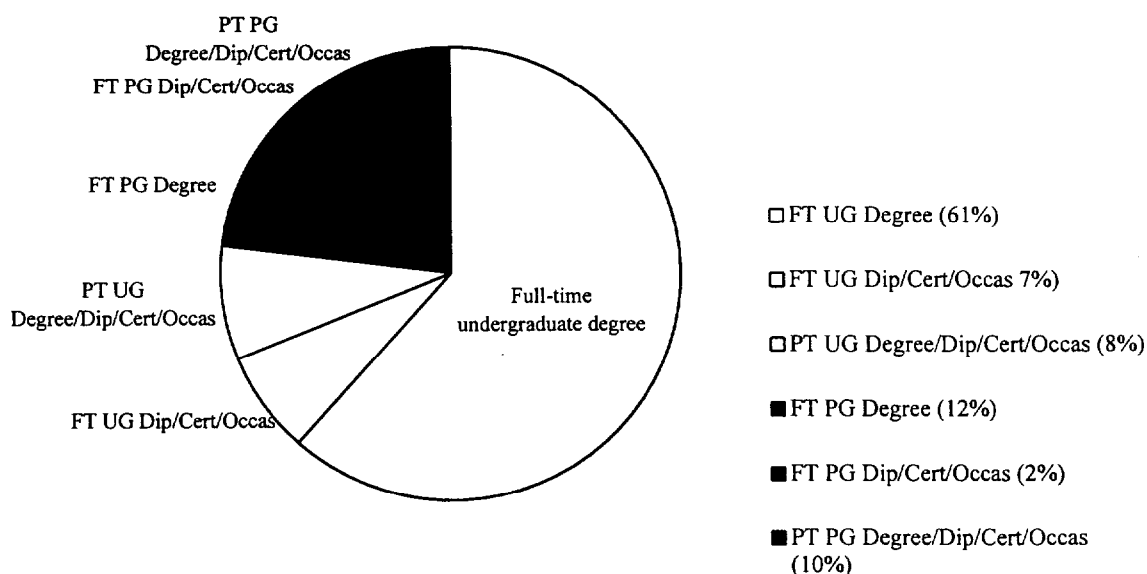
Further information is given on Table B2 on page 28.

The total student body comprised 11,558 full time student equivalents in 1998/99 compared with 11,160 in 1997/98. Further information is given on Table B3 on page 29 in Appendix B.

Figure 7: Full-time student equivalents by Faculty, 1998/99
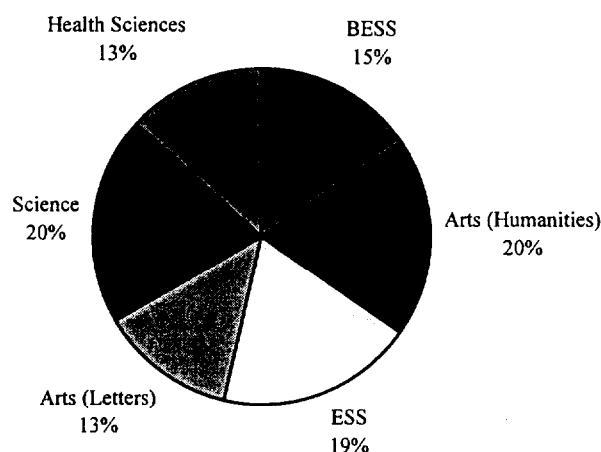
V. ACADEMIC STAFF

Staff complement

There are currently 610 (full-time equivalent) teaching staff in the College. Tables C1-C8 on pages 30-37 in Appendix C give the breakdown of these between departments.

Figure 8: Full-time staff equivalents by Faculty, 1998/99
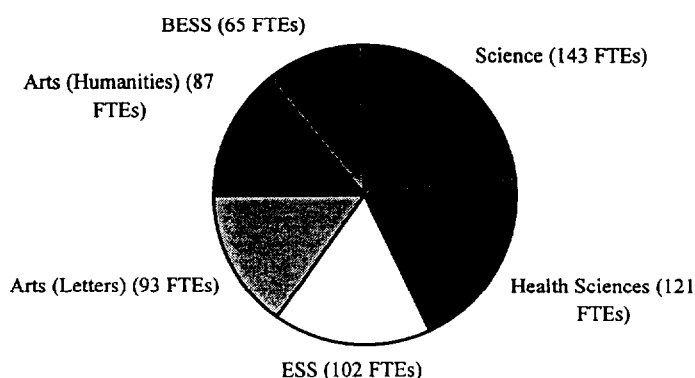
Staff:Student ratios

The resulting staff student ratio in 1998/99 was 1:19 on average, ranging from 1:13 in the Faculty of Health Sciences to 1:27 in the Faculty of Business, Economic and Social Studies. Tables C1-C8 show furthermore that there is considerable variation in staff:student ratios between departments within faculties, and that some departments are in a very much worse situation than the faculty average.

It should be noted that College at present has no systematic mechanism for responding to adverse staff:student ratios in particular areas, and the current three-year planning regime does not address this issue. This is a matter of very considerable concern, especially when it is remembered that these figures understate real teaching loads since all degree students including postgraduates have been equally weighted in the calculation.

Figure 9: Staff:Student ratios by Faculty, 1998/99
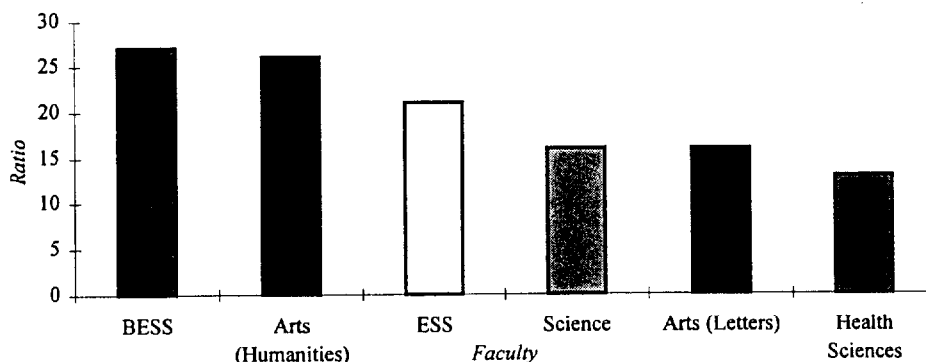
New academic appointments

The success of courses of study depends above all on the distinction of the academic staff involved. During 1998/99, 76 new academic appointments were made in various categories, as illustrated in Table 2 below.

Of those appointed, 53% held doctoral degrees, 36% held at least one postgraduate or professional qualification of equivalent standing below doctoral level and 11% held primary degrees only at the date of appointment (all of whom were planning higher degrees). The equivalent figures for 1997/98 were 47%, 35% and 18% respectively.

Table 2 - New academic appointments* 1997/98, 1998/99

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temp-orary**	Lecturer / Registrar	Total
1997/98								
28 (42%)	-	7 (11%)	2 (3%)	8 (12%)	-	12 (18%)	9 (14%)	66 (100%)
1998/99								
23 (30%)	4 (5%)	12 (16%)	2 (2%)	10 (13%)	5 (7%)	11 (15%)	9 (12%)	76 (100%)

* Source: Staff Office
**Temporary appointments range in duration from 9 months to 2 years. Appointments in this category are made principally to replace permanent members of the academic staff of the College who have been granted leaves of absence or career breaks.

Further information is provided in Tables C9-C11 on pages 38-39 in Appendix C.

VI.   ACADEMIC PROGRESS

Pass rates

Pass rates in Junior Freshman full-time courses in 1998/99 range from 100% down to 38%. These statistics are based on annual, supplemental and special examinations. Pass rates of less than 75% in Junior Freshman are found in 5 areas (see Table D1, pages 40-41, Appendix D). Care should be taken in interpreting pass rates for any single year, especially in relation to small courses. In general pass rates improve through the years of each course.

Students off-books

A total of 206 students were off books in 1998/99 compared 223 in 1996/97 and with 224 in 1994/95. The principal grounds for being off-books in 1998/99 were academic (39%).

Figure 10: Reasons for students going off-books 1994/95, 1996/97, 1998/99
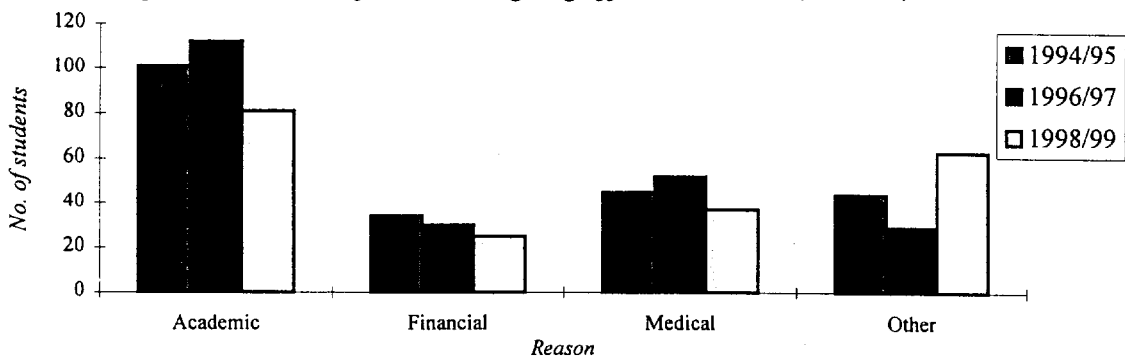
Foundation Scholarship examination

A total of 224 students presented for the Foundation Scholarship examination in 1998/99 (171 in 1996/97, 178 in 1994/95). A total of 50 Foundation and Non-Foundation Scholarships were awarded in 1998/99 (46 in 1996/97, 44 in 1994/95).

Figure 11: Total Foundation & Non-Foundation scholarships 1995, 1997, 1999
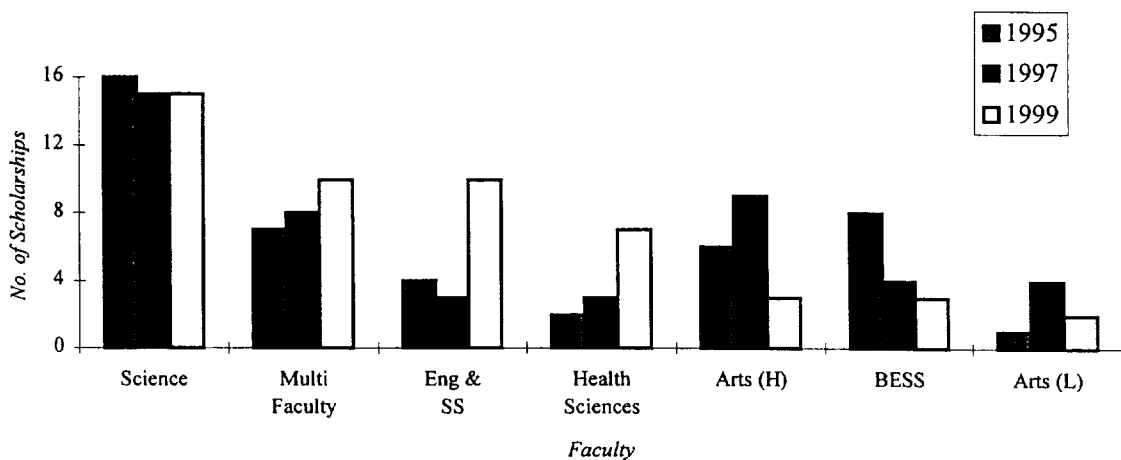
More detailed information is given in Table D2, page 42 in Appendix D.

External examiners

A total of 145 external examiners were appointed to examine during 1998/99, of which 107 (74%) submitted their annual report to the Senior Lecturer. This represents a significant improvement over 1997/98, when only 88 (63%) reports were received. Deans and Heads of Department are encouraged to impress upon external examiners the importance of submitting annual reports.

For more detailed data please refer to Table D3, page 43 in Appendix D.

Commencements, Firsts and Gold Medal Awards

In 1998, 31 commencement ceremonies were held during which 3928 degrees were conferred (3131 primary degrees, and 797 higher degrees). For more detail see Table D4 page 44 in Appendix D.

A total of 171 students received first class honors degrees in 1998/99 (9% of 1,840 graduands). Of these, 27 received Gold Medals (35 in 1996/97; 29 in 1994/95).

Figure 12: Degree Firsts and Gold Medals 1994/95, 1996/97, 1998/99
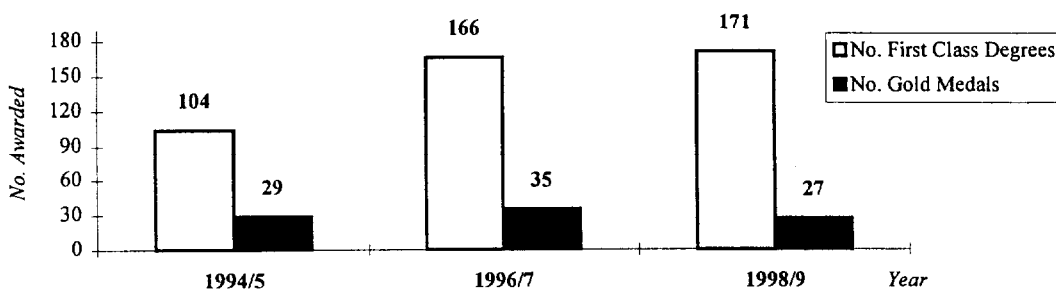
VII. INNOVATION IN TEACHING

Council adopted the Policy on the Broad Curriculum at its meeting on 10th March 1999 (see Appendix E, pages 45-52) and an implementation process was devised in order to assist Faculties with their response to Council. Departments and Faculties are currently undertaking a review of curricula to assess the extent to which existing curricula are compatible with its stated curriculum objectives and to develop a clear picture of what additional steps need to be taken in order to further these objectives. Responses from Faculties are expected by the end of Michaelmas Term 1999, and a report will be made to Council in Hilary Term 2000.

VIII. NEW COURSE DEVELOPMENTS

In 1998/99, 1 new undergraduate degree, 1 new undergraduate certificate, 5 new postgraduate diplomas, and 5 new masters degrees (3 with postgraduate diploma option) were launched. Two undergraduate degrees, 3 masters degrees and 3 postgraduate diplomas were approved for launch in 1999/00. More detailed data are listed below.

Table 3(a): Courses launched in 1998/99

COURSE	NO. OF STUDENTS REGISTERED	QUOTA
Undergraduate		
Faculty of Business, Economic & Social Studies, and		
Faculty of Arts (Letters)		
Business Studies & Chinese	6	15
Faculty of Health Sciences		
Certificate in Maximising Performance &		
Monitoring of Training in Sport	4	8
Total Undergraduate	10	23
Postgraduate**		
Faculty of Arts (Letters)		
Diploma in Old Irish	5	8
Faculty of Business, Economic & Social Studies		
M.Sc. Drug and Alcohol Policy	11	10
M.Phil Social Work Research	8	12
Faculty of Engineering & Systems Sciences		
Diploma/M.Sc. Bioengineering*	--	12
Diploma in Fire Safety Practice	15	30
Faculty of Health Sciences		
Diploma in Clinical Dentistry	11	40
Diploma in Clinical Engineering (Equipment Management)*	--	5
Diploma in Clinical Practice	34	50
Faculty of Science		
Diploma/M.Sc. Pharmaceutical Technology	8	20
Diploma/M.Sc. Pharmaceutical Analysis	2	10
Total Postgraduate	94	197

*   *This course did not run in 1998/99*
**   *Source: Graduate Studies Office*

Table 3(b): Courses approved for launch in 1999/00

COURSE	QUOTA
Undergraduate	
Faculty of Business, Economic & Social Studies	
Business Studies & Japanese	· 15
Faculty of Science	
Medicinal Chemistry	15
Total Undergraduate	30
Postgraduate*	
Faculty of Arts (Letters)	
M.Phil in Early Irish	8
Faculty of Arts (Humanities)	
MSc (IT in Education)	30
Faculty of Business, Economic & Social Studies	
MSc in Economic Policy Studies	20/25
Faculty of Health Sciences	
Diploma in Primary Health Care	10/18
Faculty of Science	
Diploma in Magnetic Resonance Imaging Technology	10
Diploma in Polymer Science & Technology	15
Total Postgraduate	*93/106*

*   *Source: Graduate Studies Office*

IX.   QUALITY IMPROVEMENT / QUALITY ASSURANCE

In 1998/99, the University agreed an initial five year review cycle of academic departmental reviews. On average over the five year period, there will be twelve departmental reviews per annum (see Appendix F on page 53, Schedule of departmental reviews 1998/99 - 2002/03).

The approach taken by the College reflects the common approach adopted by CHIU institutions. Each review involves the preparation of extensive documentation which includes a self-assessment; external peer review; submission of reports from external reviewers; and consideration of recommendations by the University Council. Departments are asked to respond within eighteen months on progress in addressing the recommendations arising from the review process. The guidelines and protocols associated with the review process were revised in June 1999, and Council approved guidelines to assist departments in the preparation of departmental self-assessment.

Following receipt of targeted funding from the HEA, the College has appointed a Quality Officer who took up appointment in November 1999. The Quality Officer will have responsibility for the management of the process of departmental review, by providing assistance and advice to Heads of Department engaged in the review process; liaising with external reviewers and tracking the implementation of recommendations arising from the review process. In addition, she will assist the Senior Lecturer in the development of policy and procedures in the area of quality improvement.

X.   RESEARCH

The College has begun a very comprehensive three year research planning exercise, the first phase of which will be completed in early 2000. A Research Committee has been established under the chairmanship of the Dean of Research. The outcome of this planning exercise will be reported by the Research Committee in due course.

Michael J Laver
Senior Lecturer   **December 1999**

APPENDICES

A: APPLICATIONS

In reviewing 1998 admissions for Council and Board the Senior Lecturer noted that

- first preference applications to TCD had decreased by 1.4%, while the number of places available in the CAO system and the choices available to students had increased;
- on average, the ratio of first preference applications to quotas was 4:1, with the highest ratio at 17.5:1;
- in general, the points levels continued to rise;
- in some cases, a high cut-off points level related to a small entry quota, but this was not always the case;
- a number of courses indicated a steady trend of increased minimum entry scores, which in certain cases reflected increased schools liaison activity by the relevant departments;
- there was significant variability in acceptance rates, both within and between courses;
- the number of mature student applications had decreased but the number of acceptable applicants had increased;
- there was a 14% increase in the number of registered students from Northern Ireland however there was a continuing trend of low acceptance rates compared with offers.

Source: Council Minutes of meeting of 25th November 1998.

Figure A1: Total number of CAO applications to courses in TCD (all preferences and first preferences) 1994, 1996, 1998
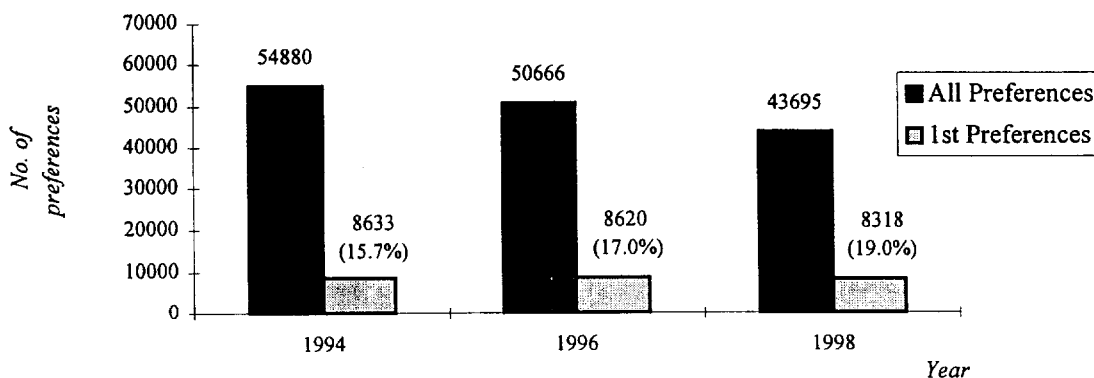
In 1998 the total number of applicants to Trinity College was 21,210, compared with 23,132 in 1996, and 25,427 in 1994. There are up to 10 preferences on each application and applicants may apply to more than one institution. Therefore, 21,210 refers to the number of applicants who indicated a preference for one or more courses in Trinity College.

In Trinity College the total number of applications to specific courses (all preferences) in 1998 was 43,695 compared with 50,666 in 1996 and 54,880 in 1994. In 1998, the ratio of applications (all preferences) to quotas ranged from 76.8:1 in Human Genetics to 6.4:1 in Computational Physics/Computational Chemistry, while the overall College ratio was 26.4:1.

Several courses such as Computer Science Linguistics and a Language (Irish), TSM Early Irish, TSM Greek and TSM Latin do not have fixed quotas. For further detail see Tables A3 and A4, pages 19-21 in Appendix A.

Figure A3: Ratio of CAO applications (all preferences) to quota 1994, 1996, 1998
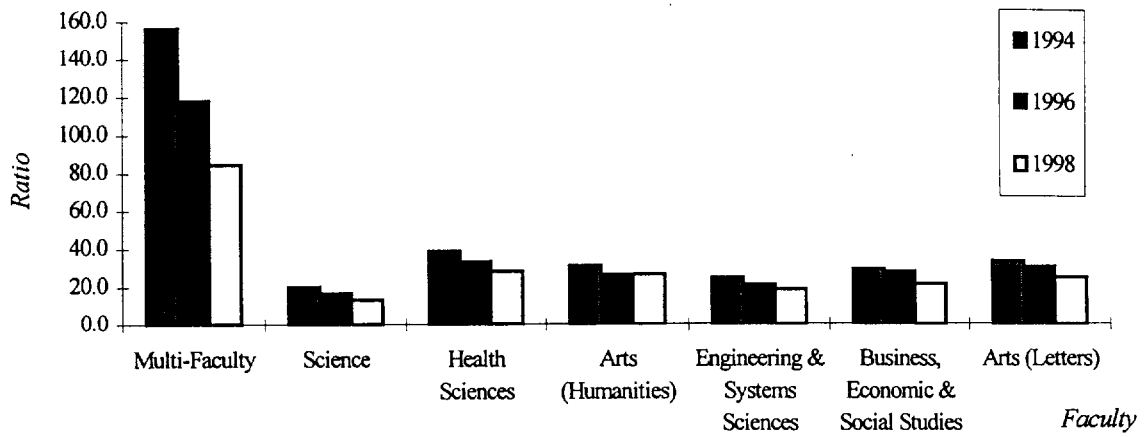
(Ratio = total no. of applications to each Faculty / Total quota. Courses without a quota are excluded.)

Further detail is given on Tables A3 and A4 on pages 19-21 in Appendix A.

The ratio of first preference applications to quota, a more revealing indication of demand for College places, is shown in Figure 1, page 1 in the main text and Table A5 and A6 on pages 22-24 in Appendix A.

The total number of first preference applications was 8,318 in 1998 compared to 8,620 in 1996 and 8,633 in 1994. In 1998 Trinity College received 15% of first preference applications in the CAO system.

A: ADMISSIONS

Figure 2 on page 2 in the main text and Tables A5 and A6 pages 22-24 portray the relationships between course quotas, first preference applications and numbers registering for courses applied for through the CAO. In comparing the numbers accepted and registered with course quotas it must be noted that achieving an exact match through several rounds of CAO offers and acceptances is a delicate and indeterminate process.

Table A1 on page 17 details the number of direct applications to the Admissions Office, together with the ratio of applications to quota and number of registered students for direct entry courses.

Table A1: Total Number of Applications - Direct Entry Courses 1994, 1996, 1998

	1994				1996				1998			
	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students
Diploma in Information Studies	9	-	-	6	15	-	-	11	19	-	-	12
Diploma in Information Systems	170	80	2.1	75	92	80	1.2	70	121	80	1.5	86
B.Sc. Information Systems*	85	60	1.4	59	101	60	1.7	69	14	60	0.2	11
B.Sc. Computer Science (Evening)**	44	64	0.7	25	36	64	0.6	31	56	64	0.9	45
B.Sc. Business & Information Technology***	60	50	1.2	35	50	50	1.0	38	75	50	1.5	46
Diploma in European Painting	41	24	1.7	20	30	24	1.3	18	58	24	2.4	22
Diploma\Bachelor in Theatre Studies	152	12	12.7	11	168	12	14.0	11	210	12	17.5	11
Pharmaceutical Technicians Diploma	181	50	3.6	46	206	50	4.1	48	108	50	2.2	55
Certificate Course in Dental Nursing	59	20	3.0	20	78	20	3.9	20	55	20	2.8	22
Diploma in Dental Technology	15	6	2.5	6	24	6	4.0	6	13	6	2.2	5
Diploma in Dental Hygiene	18	6	3.0	8	66	6	11.0	4	36	8	4.5	6
Diploma in Addiction Studies	12	12	1.0	12	14	12	1.2	13	26	24	1.1	23
Diploma in Theology	12	-	-	12	8	-	-	8	11	-	-	11
Diploma in Counselling^			n/a				n/a				n/a	
Certificate in Maximising Performance & Training in Sport^^	-			-	-			-	4	6		4

*From October 1997, students successfully completing the Diploma in Information Systems are permitted to seek re-admission to College, and are not therefore included in the number of direct applications given for 1998 admission.

** From October 1996 onwards entry to this course may be made via the CAO

*** From October 1997 this course replaced the BSc Financial Information Systems

^Students are admitted to this course on a biennial basis; the next year of admission is 1999

^^Launched October 1998

There are several courses for which quotas were not met for reasons other than the indeterminacy of the CAO process and which may cause some concern.

Table A2: Courses not meeting quota in 1998

Course	Quota	First preferences	Minimum points	Number registered 1998/99
Applications made via CAO				
B.Sc. Computer Science (Evening)	64	123	285	45
Classics*	15	17	450	7
Computational Chemistry / Computational Physics	20	15	375	17
Business Studies & Chinese**	15	31	380	6
TSM - Russian	36	41	315	19
Applications made directly	Quota	No of Applications		Number registered 1998/9
B.Sc in Business & Information Technology	50	75	-	46

* It should be noted that the quota for Classics was set some years ago and that in addition to the single honor programme in Classics, the School of offers four subjects within the TSM programme (ie, Ancient History and Archaeology, Classical Civilisation, Greek, and Latin)

** Launched in October 1998

Table A3: Total number of applications to Trinity College (all preferences) 1994, 1996, 1998

Course	1994			1996			1998		
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Faculty of Arts (Humanities)									
Biblical & Theological Studies	382	20	19.1	392	21	18.7	320	21	15.2
History	1248	45	27.7	1055	40	26.4	893	38	23.5
Law	1642	74	22.2	1248	79	15.8	1553	81	19.2
Music	170	12	14.2	143	12	11.9	198	10	19.8
Music Education	96	10	9.6	111	10	11.1	131	10	13.1
Philosophy	575	15	38.3	549	17	32.3	506	17	29.8
Psychology	2301	30	76.7	2050	31	66.1	1929	32	60.3
Total	**6414**	**206**	**31.1**	**5548**	**210**	**26.4**	**5530**	**209**	**26.5**
Faculty of Arts (Letters)									
Classics	279	15	18.6	450	15	30.0	299	15	19.9
Drama & Theatre Studies	409	10	40.9	402	12	33.5	344	12	28.7
Early & Modern Irish	564	15	37.6	443	15	29.5	438	15	29.2
English Studies	1241	34	36.5	1094	34	32.2	908	34	26.7
Germanic Languages	147	5	29.4	174	8	21.8	122	8	15.3
Total	**2640**	**79**	**33.4**	**2563**	**84**	**30.5**	**2111**	**84**	**25.1**
Faculty of Business, Economic & Social Studies									
Business, Economic & Social Studies	3896	221	17.6	3100	221	14.0	2780	216	12.9
Social Studies	3114	20	155.7	2706	30	90.2	1984	30	66.1
Sociology & Social Policy	-	-	-	1723	20	86.2	865	20	43.3
Total	**7010**	**241**	**29.1**	**7529**	**271**	**27.8**	**5629**	**266**	**21.2**
Faculty of Engineering & Systems Sciences									
Computer Science	2283	57	40.1	2400	65	36.9	2195	65	33.8
Computer Science (Evening)	-	-	-	-	-	-	609	64	9.5
Engineering	2661	162	16.4	1956	175	11.2	1901	175	10.9
Management Science and Information Systems Studies	1051	24	43.8	1142	24	47.6	544	24	22.7
Information & Communications Technology							1151	20	57.6
Total	**5995**	**243**	**24.7**	**5498**	**264**	**20.8**	**6400**	**348**	**18.4**

Table A3: Total number of applications to Trinity College (all preferences) 1994, 1996, 1998 (/.. contd)

Course	1994 Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	1996 Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	1998 Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Faculty of Health Sciences									
Clinical Speech & Language Studies	969	26	37.3	757	26	29.1	661	26	25.4
Dental Science	914	32	28.6	810	32	25.3	630	32	19.7
Medicine	1732	60	28.9	1725	60	28.8	1652	60	27.5
Occupational Therapy	1371	30	45.7	913	30	30.4	728	30	24.3
Physiotherapy	1772	30	59.1	1530	30	51.0	1190	30	39.7
Therapeutic Radiography	552	10	55.2	497	10	49.7	436	10	43.6
Total	**7310**	**188**	**38.9**	**6232**	**188**	**33.1**	**5297**	**188**	**28.2**
Faculty of Science									
Human Genetics	-	-	-	811	8	101.4	614	8	76.8
Mathematics	556	30	18.5	638	30	21.3	498	30	16.6
Pharmacy	1384	50	27.7	1133	70	16.2	1081	70	15.4
Science	4081	212	19.3	3467	252	13.8	2694	252	10.7
Theoretical Physics	251	20	12.6	248	20	12.4	255	20	12.8
Computational Chemistry/Physics	-	-	-	-	-	-	128	20	6.4
Total	**6272**	**312**	**20.1**	**6297**	**380**	**16.6**	**5270**	**400**	**13.2**
Multi-Faculty									
Business Studies & French	1214	15	80.9	873	15	58.2	628	15	41.9
Business Studies & German	667	15	44.5	568	20	28.4	393	20	19.7
Business Studies & Russian	168	5	33.6	207	7	29.6	122	7	17.4
Business Studies & Chinese	-	-	-	-	-	-	164	15	10.9
Computer Science, Linguistics & French	842	13	64.8	797	13	61.3	373	13	28.7
Computer Science, Linguistics & German	514	12	42.8	606	12	50.5	260	12	21.7
Computer Science, Linguistics & Irish	84		-	118	-	-	100	-	-
European Studies	1177	33	35.7	812	33	24.6	603	33	18.3
History & Political Science	824	10	82.4	574	14	41.0	659	14	47.1
Law & French	477	10	47.7	303	10	30.3	326	10	32.6
Law & German	244	10	24.4	176	10	17.6	133	10	13.3
Philosophy & Political Science	-	-	-	511	10	51.1	371	10	37.1
Two Subject Moderatorship	13028	-	-	11454	-	-	9326	-	-
Total	**19239**	**123**	**156.4**	**16999**	**144**	**118.0**	**13458**	**159**	**84.6**
GRAND TOTAL	**54880**	**1392**	**39.4**	**50666**	**1541**	**32.9**	**43695**	**1654**	**26.4**

Table A4: Total number of applications to Trinity College (all preferences) - Two Subject Moderatorship 1994, 1996, 1998

Two Subject Moderatorship Course	1994			1996			1998		
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Ancient History & Archaeology	870	20	43.50	859	23	37.35	848	23	36.87
Biblical & Theological Studies	233	20	11.65	481	24	20.04	330	24	13.75
Classical Civilisation	1047	25	41.88	1077	29	37.14	697	29	24.03
Drama Studies	441	15	29.40	466	20	23.30	577	20	28.85
Early Irish	43	-	-	32	-	-	30	-	-
Economics	1175	43	27.33	1726	43	40.14	950	43	22.09
English	3320	81	40.99	2695	81	33.27	2337	81	28.85
French	2262	80	28.28	1690	84	20.12	1354	84	16.12
Geography	1387	25	55.48	1132	30	37.73	899	30	29.97
German	913	22	41.50	721	32	22.53	517	32	16.16
Greek	84	-	-	146	-	-	75	-	-
History	2236	30	74.53	1618	36	44.94	1494	40	37.35
History of Art and Architecture	1243	24	51.79	957	28	34.18	857	28	30.61
Italian	926	30	30.87	738	30	24.60	504	30	16.80
Latin	124	-	-	186	-	-	118	-	-
Mathematics	424	20	21.20	557	10	55.70	316	10	31.60
Modern Irish	524	20	26.20	619	30	20.63	378	30	12.60
Music	170	6	28.33	137	6	22.83	244	8	30.50
Philosophy	1517	41	37.00	1420	43	33.02	1140	43	26.51
Psychology	2198	15	146.53	1672	17	98.35	1402	17	82.47
Russian	449	32	14.03	412	36	11.44	324	36	9.00
Sociology	2701	59	45.78	2354	59	39.90	1616	59	27.39
Spanish and Portuguese	750	35	21.43	866	39	22.21	606	39	15.54
Total	25037	643	38.94	22561	700	32.23	17613	706	24.95

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Table A5: CAO first preference applications – quotas, points, number registered 1994, 1996, 1998

Course	1994						1996						1998					
	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered
Faculty of Arts (Humanities)																		
Biblical & Theological Studies	20	27	1.4	325	1.6	17	21	29	1.4	335	1.5	20	21	26	1.2	310	1.3	20
History	45	136	3.0	450	3.1	44	40	127	3.2	445	3.0	43	38	98	2.6	450	2.8	35
Law	74	558	7.5	515	7.5	74	79	408	5.2	510	5.2	79	81	542	6.7	540	6.3	86
Music	12	37	3.1	-	3.1	12	12	35	2.9	260	2.2	16	10	43	4.3	400	3.3	13
Music Education	10	15	1.5	-	1.7	9	10	24	2.4	315	2.4	10	10	32	3.2	330	3.6	9
Philosophy	15	34	2.3	440	2.4	14	17	32	1.9	425	2.1	15	17	52	3.1	430	3.3	16
Psychology	30	548	18.3	510	18.3	30	31	559	18.0	515	18.6	30	32	543	17.0	525	17.0	32
Faculty Total	206	1355	6.6		6.8	200	210	1214	5.8		5.7	213	209	1336	6.4		6.3	211
Faculty of Arts (Letters)																		
Classics	15	18	1.2	320	2.6	7	15	30	2.0	360	3.0	10	15	17	1.1	450	2.4	7
Drama & Theatre Studies	10	144	14.4	-	10.3	14	12	152	12.7	440	12.7	12	12	139	11.6	450	11.6	12
Early & Modern Irish	15	50	3.3	335	2.9	17	15	31	2.1	355	1.6	20	15	21	1.4	355	1.0	22
English Studies	34	186	5.5	470	6.0	31	34	190	5.6	505	5.6	34	34	154	4.5	475	4.4	35
Germanic Languages	5	9	1.8	380	1.8	5	8	12	1.5	420	1.7	7	8	10	1.3	405	1.4	7
Faculty Total	79	407	5.2		5.5	74	84	415	4.9		5.0	83	84	341	4.1		4.1	83
Faculty of Business, Economic & Social Studies																		
Business, Economic & Social Studies	221	644	2.9	440	2.9	219	221	730	3.3	450	3.3	220	216	685	3.2	465	3.0	231
Social Studies	20	631	31.6	485	30.0	21	30	549	18.3	480	18.9	29	30	401	13.4	485	13.4	30
Sociology & Social Policy	-	-	-	-	-	-	20	109	5.5	450	6.1	18	20	48	2.4	460	2.1	23
Faculty Total	241	1275	5.3		5.3	240	271	1388	5.1		5.2	267	266	1134	4.3		4.0	284
Faculty of Engineering & Systems Sciences																		
Computer Science	57	192	3.4	375	3.6	54	65	260	4.0	415	4.1	63	65	288	4.4	455	4.5	64
Engineering	162	294	1.8	405	1.9	158	175	251	1.4	415	1.4	179	175	274	1.6	420	1.6	174
Management Science and Information Systems Studies	24	84	3.5	365	3.7	23	24	84	3.5	445	2.7	31	24	87	3.6	490	3.5	25
Computer Science (Evening Course)	-	-	-	-	-	-	64	27	0.4	330	0.9	31	64	123*	1.9	285	2.7	45
Information & Communication Technology	-	-	-	-	-	-	-	-	-	-	-	-	120	205	1.7	310	1.7	118
Faculty Total	243	570	2.3		2.4	235	328	622	1.9		2.0	304	448	977	2.2		2.3	426

* includes 56 direct applications to Computer Science (Evening) course

Table A5: CAO first preference applications – quotas, points, number registered 1994, 1996, 1998(/.. contd)

Course	1994						1996						1998					
	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered
Faculty of Health Sciences																		
Clinical Speech & Language Studies	26	254	9.8	485	9.4	27	26	219	8.4	495	8.8	25	26	180	6.9	500	7.2	25
Dental Science	32	170	5.3	520	5.7	30	32	195	6.1	525	6.3	31	32	165	5.2	535	6.3	26
Medicine	60	559	9.3	535	9.6	58	60	655	10.9	555	11.5	57	60	641	10.7	560	10.9	59
Occupational Therapy	30	268	8.9	490	8.9	30	30	203	6.8	485	7.0	29	30	188	6.3	495	6.3	30
Physiotherapy	30	378	12.6	515	13.5	28	30	415	13.8	535	13.8	30	30	327	10.9	530	10.2	32
Therapeutic Radiography	10	91	9.1	485	10.1	9	10	49	4.9	510	4.9	10	10	48	4.8	520	4.0	12
Faculty Total	188	1720	9.1		9.5	182	188	1736	9.2		9.5	182	188	1549	8.2		8.4	184
Faculty of Science																		
Human Genetics							8	100	12.5	515	11.1	9	8	76	9.5	535	9.5	8
Mathematics	30	52	1.7	430	2.3	23	30	69	2.3	450	2.3	30	30	55	1.8	485	1.6	34
Pharmacy	50	573	11.5	550	11.2	51	70	520	7.4	540	7.6	68	70	430	6.1	550	6.0	72
Science	212	438	2.1	430	2.0	222	252	395	1.6	435	1.6	251	252	358	1.4	445	1.5	246
Theoretical Physics	20	58	2.9	525	2.9	20	20	77	3.9	545	3.9	20	20	75	3.8	530	3.8	20
Computational Chemistry/Physics													20	15	0.8	375	0.9	17
Faculty Total	312	1121	3.6		3.5	316	380	1161	3.1		3.1	378	400	1009	2.5		2.5	397
Multi-Faculty																		
Business Studies & French	15	136	9.1	500	8.5	16	15	124	8.3	510	8.9	14	15	114	7.6	525	7.6	15
Business Studies & German	15	68	4.5	460	4.5	15	20	68	3.4	485	3.2	21	20	45	2.3	475	2.1	21
Business Studies & Russian	5	11	2.2	435	1.8	6	7	17	2.4	415	2.4	7	7	7	1.0	410	1.2	6
Business Studies & Chinese													15	31	2.1	380	5.2	6
Computer Science, Linguistics & French	13	49	3.8	425	3.8	13	13	54	4.2	475	3.9	14	13	44	3.4	455	3.1	14
Computer Science, Linguistics & German	12	28	2.3	355	2.5	11	12	45	3.8	430	3.8	12	12	21	1.8	405	1.6	13
Computer Science, Linguistics & Irish		2						8		425	2.7	3		7		430	2.3	3
European Studies	33	114	3.5	455	3.4	34	33	110	3.3	465	2.7	41	33	109	3.3	490	2.9	37
History & Political Science	10	189	18.9	540	21.0	9	14	121	8.6	510	8.6	14	14	140	10.0	520	9.3	15
Law & French	10	145	14.5	565	13.2	11	10	112	11.2	560	10.2	11	10	125	12.5	570	12.5	10
Law & German	10	51	5.1	520	4.6	11	10	36	3.6	520	2.3	16	10	39	3.9	540	3.5	11
Philosophy & Political Science							10	42	4.2	480	4.2	10	10	43	4.3	500	3.9	11
Two Subject Moderatorship	322	1392	4.3		4.7	299	350	1347	3.8		3.9	346	353	1247	3.5		3.5	360
Multi-Faculty Total	445	2185	4.9		5.1	425	494	2084	4.2		4.1	509	512	1972	3.9		3.8	522
TOTAL	1714	8633	5.0		5.2	1672	1955	8620	4.4		4.5	1936	2107	8318	3.9		3.9	2107

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Table A6:

CAO first preference applications - quotas, points, number registered
Two Subject Moderatorship 1994, 1996, 1998

Two Subject Moderatorship Course	1994						1996						1998					
	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered
Ancient History & Archaeology	20	111	5.6	405	6.2	18	23	127	5.5	380	6.4	20	23	136	5.9	405	6.5	21
Biblical & Theological Studies	-	-	-	-	-	-	24	39	-	295	1.4	28	24	46	-	315	1.8	25
Classical Civilisation	25	90	3.6	415	3.6	25	29	72	2.5	385	2.2	33	29	78	2.7	375	2.5	31
Drama Studies	15	72	4.8	-	6.5	11	20	88	4.4	430	5.2	17	20	94	4.7	450	4.9	19
Early Irish	-	2	-	-	-	-	-	0	-	-	-	-	-	2	-	345	1.0	2
Economics	43	104	2.4	390	3.4	31	43	123	2.9	430	2.9	42	43	109	2.5	440	2.3	47
English Literature	81	473	5.8	465	6.2	76	81	468	5.8	475	6.2	76	81	432	5.3	500	5.1	84
French	80	216	2.7	395	2.9	74	84	205	2.4	440	2.7	77	84	197	2.3	400	2.5	79
Geography	25	141	5.6	430	6.1	23	30	133	4.4	430	4.9	27	30	109	3.6	430	3.2	34
German	22	88	4.0	480	3.7	24	32	69	2.2	440	2.3	30	32	52	1.6	430	1.6	32
Greek	-	5	-	410	5.0	1	-	3	-	430	1.0	3	-	11	-	405	3.7	3
History	30	267	8.9	495	8.9	30	36	212	5.9	485	5.7	37	40	186	4.7	485	4.4	42
History of Art and Architecture	24	195	8.1	470	8.1	24	28	188	6.7	465	7.8	24	28	165	5.9	475	5.5	30
Italian	30	85	2.8	360	3.0	28	30	74	2.5	395	2.2	33	30	61	2.0	405	2.1	29
Latin	-	7	-	330	1.4	5	-	9	-	345	2.3	4	-	12	-	365	2.0	6
Mathematics	20	33	1.7	390	1.8	18	10	39	3.9	480	4.3	9	10	40	4.0	540	4.0	10
Modern Irish	20	41	2.1	365	2.3	18	30	31	1.0	320	1.0	30	30	43	1.4	335	1.5	29
Music	6	25	4.2	-	5.0	5	6	14	2.3	445	4.7	3	8	26	3.3	470	3.7	7
Music	41	148	3.6	395	3.8	39	43	160	3.7	440	4.3	37	43	158	3.7	445	3.1	51
Philosophy	15	248	16.5	515	19.1	13	17	263	15.5	530	15.5	17	17	221	13.0	560	13.0	17
Psychology	32	34	1.1	260	1.5	22	36	25	0.7	295	1.0	25	36	41	1.1	315	2.2	19
Russian	59	226	3.8	400	3.9	58	59	237	4.0	425	3.4	69	59	163	2.8	430	2.6	62
Sociology	35	85	2.4	345	2.4	35	39	95	2.4	400	1.9	51	39	102	2.6	450	2.5	41
Spanish and Portuguese	623	2696	4.3	-	4.7	578	700	2674	3.8	-	3.9	692	706	2484	3.5	-	3.5	720
TOTAL																		

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Table A9: Survey of undergraduate new entrants 1997, 1998, 1999

Why did you choose Trinity College?	1997		1998		1999	
	Very Important	Overall Rating (1-3 scale*)	Very Important	Overall Rating (1-5 scale**)	Very Important	Overall Rating (1-5 scale**)
Reputation for Quality in Teaching	67%	2.65	53%	4.43	53%	4.45
Reputation for Quality in Research	30%	2.11	21%	3.73	27%	3.90
TCD's General International Reputation	n/a	n/a	47%	4.29	50%	4.33
College Life and Student Societies	47%	2.38	35%	4.10	34%	3.99
TCD's Convenient Location	48%	2.32	37%	3.99	41%	4.09
The aesthetics of the TCD Campus	n/a	n/a	14%	3.51	17%	3.58
General Student Facilities	35%	2.27	20%	3.87	26%	3.99
Recommendation by your School	n/a	n/a	14%	3.20	13%	3.16
This was the first offer that you received from the CAO	n/a	n/a	23%	3.13	30%	3.37
You have friends who are already in TCD, or friends who were also applying for admission to TCD	10%	1.41	9%	2.71	10%	2.79

*Scale: 3 = very important; 2 = important; 1 = not important

**Scale: 5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = very unimportant

B: STUDENT BODY

The number of registered students for 1998/99 was 13,756. The geographical distribution of the student body is detailed in Table B1 below:

Table B1: Geographical distribution of the student body, 1998/99

	Number of Students	% Distribution
Irish:	12,184	88.57%
26 Counties	11,564	
Northern Ireland	620	
European(EU):	918	6.67%
European(Non EU):	38	0.28%
African:	30	0.22%
Asian:	197	1.43%
Australasian:	25	0.18%
North American:	360	2.62%
South American:	4	0.03%
TOTAL:	**13,756**	**100%**

Comparative figures for the years 1994/95 - 1998/99 are detailed in Table B2 below.

Table B2: Student numbers 1994/95 - 1998/99

	1994/95	1995/96	1996/97	1997/98	1998/99
Undergraduate					
Full-time undergraduate degree	7,232	7,497	7,870	8,223	8,459
Full-time undergraduate diploma/ certificate/occasional	513	532	651	776	991
Part-time undergraduate degree/diploma/ certificate/occasional	1,062	1,038	1,059	1,105	1,128
Total undergraduate	**8,807**	**9,067**	**9,580**	**10,104**	**10,578**
POSTGRADUATE					
Full-time Postgraduate degree	1,470	1,456	1,421	1,533	1,609
Full-time Postgraduate diploma/ certificate/occasional	161	159	168	155	240
Part-time Postgraduate degree/diploma/ certificate/occasional	531	625	772	944	1,329
Total postgraduate	**2,162**	**2,240**	**2,361**	**2,632**	**3,178**
TOTAL Undergraduate + Postgraduate (including SOCRATES/TEMPUS)	**10,969**	**11,307**	**11,941**	**12,736**	**13,756**
Number of SOCRATES/TEMPUS students	455	487	389	340	315
Total (excluding SOCRATES/TEMPUS)	**10,514**	**10,820**	**11,552**	**12,396**	**13,441**

In full-time equivalent terms, student numbers in 1998/99 in each faculty were as follows:

Table B3: Full-time student equivalents by Faculty, 1998/99

Faculty	Undergraduate	Postgraduate	Total
Business, Economic & Social Studies	1453	320	1773
Arts (Humanities)	1648	622	2270
Engineering & Systems Sciences	1700	431	2131
Arts (Letters)	1243	253	1496
Science	1821	529	2350
Health Sciences	1218	320	1538
TOTAL	**9083**	**2475**	**11558**

UNIVERSITY OF DUBLIN
TRINITY COLLEGE

FULL–TIME EQUIVALENTS STAFF/STUDENT RATIOS 1998/99

Table C1: Summary of Analysis

FACULTY	STAFF FTE	STUDENT FTE			RATIOS 1998/99	RATIOS 1997/98	RATIOS 1996/97	RATIOS 1995/96
		Undergraduate	Postgraduate	Total				
Business, Economic & Social Studies	65.34	1452.90	320.22	1773.12	27	26	28	27
Arts (Humanities)	87.10	1647.64	622.24	2269.88	26	26	27	25
Engineering & Systems Sciences	101.84	1700.33	431.31	2131.64	21	21	20	20
Science	142.76	1821.30	528.96	2350.26	16	15	16	15
Arts (Letters)	92.72	1242.61	253.03	1495.64	16	16	18	17
Health Sciences*	120.50	1218.06	320.00	1538.06	13	14	13	12
COLLEGE	610.26	9082.84	2475.76	11558.60	19	19	19	18

*Excludes Nursing & Midwifery Studies

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Table C2: Student Ratios 1989/90 - 1998/99

	BESS	Arts (H)	ESS	Arts (L)	Science	HS**	TCD
1989/90	29	29	26	18	17	10	20
1990/91	31	28	24	19	17	12	20
1991/92	30	28	27	21	17	11	20
1992/93	32	28	27	21	18	12	21
1993/94	32	29	28	21	19	12	22
1994/95 (pg = 3)*	30	31	25	21	19	14	22
1994/95 (pg = 1)*	27	25	20	18	14	11	18
1995/96	27	25	20	17	15	12	18
1996/97	28	27	20	18	16	13	19
1997/98	26	26	21	16	15	14	19
1998/99	27	26	21	16	16	13	19
Staff FTE 1998/99	65	87	102	93	143	121	610
Student FTE 1998/99	1773	2270	2132	1496	2350	1538	11,559

**Excludes Nursing & Midwifery Studies

* With effect from 1994/95, all full-time postgraduate degree students were calculated as equivalent to 1 FTE (rather than equivalent to 3 FTEs). In order to provide comparative data in the transition year (1994/95), staff/student ratios were calculated with both weightings.

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FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 1998/99

Table C3: Faculty of Business, Economic and Social Studies

SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 1998/99	RATIOS 1997/98	RATIOS 1996/97	RATIOS 1995/96
		Undergraduate	Postgraduate	Total				
Political Science	7.07	246.80	25.00	271.80	38	35	30	26
Business Studies	16.28	469.86	125.10	594.96	37	33	36	34
Sociology	8.70	197.84	61.00	258.84	30	40	34	35
Economics	18.80	425.77	52.16	477.93	25	25	24	25
Social Studies	14.49	112.63	56.96	169.59	12	10	14	15
FACULTY TOTAL	65.34	1452.90	320.22	1773.12	27	26	28	27

Staff figures include:

Business Studies: 2 FTEs funded by a self-financing course
Social Studies: 2 FTEs funded externally, 0.6 FTE funded by self-financing course and 0.26 FTE funded by allocations for student placements
Sociology: 1 FTE funded by a self-financing course

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FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 1998/99

Table C4: Faculty of Arts (Humanities)

SCHOOLS & DEPARTMENTS	RATIOS 1995/96	RATIOS 1996/97	RATIOS 1997/98	STAFF FTEs	STUDENT FTEs			RATIOS 1998/99
					Undergraduate	Postgraduate	Total	
School of Education	30		31	16.63	257.58	321.92	579.50	35
Legal Science	26	29	30	15.35	430.65	48.91	479.56	31
Psychology	20	29	27	11.11	199.55	83.20	282.75	25
Philosophy	25	21	25	7.59	151.30	17.25	168.55	22
Hebrew, Biblical & Theological Studies	19	25	23	7.06	133.03	22.00	155.03	22
Medieval History	20	24	23	5.79	96.82	29.00	125.82	22
History of Art	24	23	20	4.28	72.34	20.00	92.34	22
Modern History	16	23	22	13.72	235.87	47.00	282.87	21
Music		17	18	5.17	70.51	28.96	99.47	19
Faculty				0.40	0.00	4.00	4.00	10
Teacher Education	33	41						
Higher Education & Educational Research	27	21						
FACULTY TOTAL	**25**	**27**	**26**	**87.10**	**1647.64**	**622.24**	**2269.88**	**26**

Staff figures include:
School of Education 2 FTEs - secondments from Carysfort
Psychology: 1.35 FTE funded by self-financing courses
Modern History: 1 FTE funded by departmental resources
Medieval History: 0.5 FTE funded by departmental resources

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FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 1998/99

Table C5: Faculty of Engineering and System Sciences

SCHOOLS & DEPARTMENTS	STAFF FTE 1998	STUDENT FTE			RATIOS 1998/99	RATIOS 1997/98	RATIOS 1996/97	RATIOS 1995/96
		Undergraduate	Postgraduate	Total				
Computer Science	45.84	1159.97	166.47	1326.44	29	28	25	26
Civil, Structural and Environmental Engineering	16.14	128.54	139.01	267.55	17	19	19	18
Statistics	11.00	130.82	37.98	168.80	15	19	17	18
Electronic & Electrical Engineering	14.42	147.07	49.80	196.87	14	11	12	10
Mechanical & Manufacturing Engineering	14.45	133.93	38.05	171.98	12	13	12	14
FACULTY	101.84	1700.33	431.31	2131.64	21	21	20	20

Staff figures include:
Computer Science: 2 FTEs funded by self-financing courses

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FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 1998/99

Table C6: Faculty of Science

RATIOS 1995/96	RATIOS 1996/97	RATIOS 1997/98	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 1998/99
					Undergraduate	Postgraduate	Total	
24	25	22	Mathematics	17.93	402.79	40.00	442.79	25
13	14	13	Microbiology	9.28	110.12	66.30	176.42	19
17	18	19	Chemistry	18.72	267.50	65.00	332.50	18
15	17	15	Zoology	9.35	114.17	46.39	160.56	17
14	16	14	Geography	10.33	145.68	23.17	168.85	16
18	17	16	Pharmaceutics	6.30	67.85	40.00	107.85	17
14	15	16	Biochemistry	13.57	166.69	49.25	215.94	16
14	14	13	Genetics	6.47	69.52	33.30	102.82	16
15	15	16	Pharmacology	4.39	56.48	11.63	68.11	16
13	13	15	Pharmaceutical Chemistry	5.09	53.01	23.38	76.39	15
13	14	15	Botany	10.01	101.28	35.51	136.79	14
12	13	12	Physics	18.31	177.02	55.00	232.02	13
14	12	12	Pharmacognosy	3.50	30.13	11.32	41.45	12
8	9	10	Geology	9.51	59.06	28.71	87.77	9
11	11	11	Environmental Science					
15	16	15	FACULTY	142.76	1821.30	528.96	2350.26	17

Staff figures include:
Geography: 1 FTE - secondment from Carysfort

FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 1998/99

Table C7: Faculty of Arts (Letters)

RATIOS 1995/96	RATIOS 1996/97	RATIOS 1997/98	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 1998/99
					Undergraduate	Postgraduate	Total	
16	18	20	Language and Communication Studies	6.00	90.16	51.00	141.16	24
23	23	22	English	18.09	326.22	88.03	414.25	23
22	24	19	Classics	7.27	129.44	18.00	147.44	20
17	18	17	Irish	6.41	93.98	13.00	106.98	17
18	18	15	Drama	11.33	146.12	32.00	178.12	16
15	17	15	Germanic Studies	10.24	128.58	16.00	144.58	14
15	14	14	Spanish	6.44	70.71	4.00	74.71	12
14	14	13	French	14.8	156.38	24.00	180.38	12
12	12	9	Italian	5.27	49.00	3.00	52.00	10
9	9	7	Russian	6.87	52.02	4.00	56.02	8
17	18	16	Faculty	92.72	1242.61	253.03	1495.64	16

Staff figures include:

Classics: 1 FTE for A.G. Leventis Foundation lecturer

Drama: 1 FTE funded by a Benefaction

Irish: 1 FTE funded by a Benefaction

Italian: 0.6 FTE for Italian Government Sponsored Lettrice di ruolo

Russian: 1FTE funded by the Thomas Brown Benefaction

Spanish: 0.6 FTE for Portuguese Government Sponsored Lecturer

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FULL-TIME EQUIVALENTS STAFF/STUDENT RATIOS 1998/99

Table C8: *Faculty of Health Sciences*

RATIOS 1994/95	RATIOS 1995/96	RATIOS 1996/97	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 1998/99
					Undergraduate	Postgraduate	Total	
21	22	27	Surgery	3.39	108.84	15.00	123.84	37
20	30	38	Clinical Medicine	10.95	232.93	120.00	352.93	32
12	16	18	Psychiatry	2.99	25.05	39.00	64.05	21
18	16	15	Occupational Therapy	7.67	94.09	3.00	97.09	13
14	14	14	Clinical Speech & Language Studies	7.70	89.56	14.00	103.56	13
12	13	14	Physiology	10.44	111.36	22.00	133.36	13
12	13	13	Anatomy	9.19	98.99	10.00	108.99	12
10	12	13	Physiotherapy School	10.09	107.04	14.00	121.04	12
9	10	9	Pharmacology	5.50	32.38	16.00	48.38	9
8	13	8	Community Health	5.99	27.35	21.00	48.35	8
9	10	9	Dental School	27.25	200.08	17.00	217.08	8
6	9	6	Paediatrics	3.94	28.54	2.00	30.54	8
9	6	6	Obstetrics/Gynaecology	4.50	20.26	11.00	31.26	7
8	9	6	Division of Laboratory Medicine	10.90	41.59	16.00	57.59	5
12	13	14	FACULTY	120.50	1218.06	320.00	1538.06	13
		59	Nursing & Midwifery Studies	7.07	309.00	108.00	417.00	59

Staff figures include:
Anatomy: 1 FTE funded by the Faculty
Division of Laboratory Medicine: 2 FTEs funded by Faculty and 1 FTE funded externally
Community Health: 1 FTE funded externally
School of Nursing: Includes 6.07 FTEs funded externally
Clinical Medicine: 2 FTEs funded by Faculty

Table C9: Appointments by Faculty, 1998/99

Faculty	Professors	Permanent Lecturers	Contract of Indefinite Duration	Contract Lecturers	Temporary Lecturers	Lecturers/ Registrars	TOTAL
Arts (Humanities)	1	3	0	5	4	0	13
Arts (Letters)	0	2	0	4	1	0	7
Business, Economic & Social Studies	0	5	0	7	0	0	12
Engineering & Systems Sciences	0	7	0	6	4	0	17
Health Sciences	0	3	4	1	0	9	17
Science	0	2	0	6	2	0	10
TOTAL 1998/99	1 (1%)	22(29%)	4 (5%)	29 (39%)	11(14%)	9 (12%)	76 (100%)
Total 1997/98	*0*	*28 (42%)*	*0*	*17 (26%)*	*12 (18%)*	*9 (14%)*	*66 (100%)*

Table C10: Appointments by qualification, 1998/99

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	20	2	0	1	23 (30%)
Contract of Indefinite Duration	0	4	0	0	4(5%)
Contract	16	9	1	3	29 (39%)
Temporary	5	5	0	1	11 (14%)
Lecturer / Registrar	0	0	6	3	9 (12%)
Total 1998/99	**41 (54%)**	**20 (26%)**	**7 (9%)**	**8 (11%)**	**76 (100%)**
Total 1997/98	*31 (47%)*	*17(26%)*	*6 (9%)*	*12(18%)*	*66 (100%)*

Table C11: Appointments by gender, 1998/99

	Male	Female	Total
Permanent	16 (70%)	7 (30%)	23 (100%)
Contract of Indefinite Duration	0	4 (100%)	4 (100%)
Contract	20 (69%)	9 (31%)	29 (100%)
Temporary	6 (55%)	5 (45%)	11 (100%)
Lecturer / Registrar	8 (89%)	1 (11%)	9 (100%)
Total 1998/99	**50 (66%)**	**26(34%)**	**76 (100%)**
Total 1997/98	*38 (58%)*	*28 (42%)*	*66 (100%)*

Source: Staff Office

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Table D2: Foundation and Non-Foundation Scholarships awarded by course 1995, 1997, 1999

Faculty / Course	1995 Total Number of Scholarships awarded	1997 Total Number of Scholarships awarded	1999 Total Number of Scholarships awarded
Faculty of Arts (Humanities)			
Bachelor in Education			
Bachelor in Music Education			
Hebrew, Biblical and Theological Studies	1		
History		1	
Law	3	5	3
Mental and Moral Science	1		
Music		1	
Psychology	1	2	
Total Arts (Humanities)	**6**	**9**	**3**
Faculty of Arts (Letters)			
Classics	1	1	
Drama and Theatre studies			1
Early and Modern Irish			1
English Studies		3	
Germanic Languages			
Total Arts (Letters)	**1**	**4**	**2**
Faculty of Business, Economic & Social Studies			
Business, Economic and Social Studies	8	3	2
Social Work		1	1
Sociology and Social Policy			
Total Business, Economic & Social Studies	**8**	**4**	**3**
Faculty of Engineering & Systems Sciences			
B.A Computer Science	1		1
B.Sc. Computer Science (Evening)			
Engineering	3	3	5
Management Science and Indus Sys Stud			2
Information & Communications Technology			2
Total Engineering & Systems Sciences	**4**	**3**	**10**
Faculty of Health Sciences			
Clinical Speech and Language Studies		1	1
Dental Science			4
Human Nutrition			
Medicine	2	2	2
Occupational Therapy			
Therapeutic Radiography			
Physiotherapy			
Total Health Sciences	**2**	**3**	**7**
Faculty of Science			
Human Genetics			2
Mathematics	2	3	2
Natural Sciences	5	7	3
Pharmacy	5	2	1
Theoretical Physics	4	3	4
Computational Physics/Chemistry			3
Total Science	**16**	**15**	**15**
Multi-Faculty			
Business Studies and a Language			1
Computer Science, Linguistics and a Lang.	1		
European Studies		1	2
History and Political Science	1	2	1
Law and French			
Law and German			2
Philosophy and Political Science			1
B.Sc. Business & Information Technology			
Two-subject Moderatorship	5	5	3
Total Multi-Faculty	**7**	**8**	**10**
Grand Total	**44**	**46**	**50**

Table D3 - External examiners appointed to examine in 1998/99

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	No. of Reports Received
Arts (Humanities)	7	0	13	3	0	0	23	18
Arts (Letters)	0	1	9	9	2	1	22	19
Business, Economic & Social Studies	0	1	13	2	0	0	16	15
Engineering & Systems Sciences	2	4	2	0	0	0	8	5
Health Sciences	9	5	28	2	3	7	54	29
Science	0	2	16	3	0	1	22	21
TOTAL	18	13	81	19	5	9	145	107
Percentage	12%	9%	56%	13%	3%	6%	100%	74%

Table D4: Degrees Conferred 1989-1998

	1989 In Person	1989 In Absentia	1990 In Person	1990 In Absentia	1991 In Person	1991 In Absentia	1992 In Person	1992 In Absentia	1993 In Person	1993 In Absentia	1994 In Person	1994 In Absentia	1995 In Person	1995 In Absentia	1996 In Person	1996 In Absentia	1997 In Person	1997 In Absentia	1998 In Person	1998 In Absentia
Primary Degrees																				
Moderatorships	500	32	534	30	563	31	638	50	644	49	755	40	847	51	809	37	848	54	839	40
Bachelor in Arts	224	28	224	24	213	14	237	12	242	12	265	12	252	16	253	22	286	15	272	14
Other Primary Degrees TCD	689	20	694	28	695	29	691	12	670	19	849	25	786	35	883	23	890	26	986	25
DIT	412	83	462	68	507	43	530	62	600	84	685	99	650	127	805	158	719	129	841	114
Total Primary Degrees	1825	163	1914	150	1978	117	2096	136	2156	164	2554	176	2535	229	2750	240	2743	224	2938	193
Higher Degrees																				
Master in Arts	69	105	131	107	82	98	446	202	74	93	59	89	60	102	54	98	46	100	74	92
Master in Arts *(jure officii)*	14	0	11	0	7	0	6	0	5	0	7	0	12	0	9	1	6	0	7	0
Other Masters	221	31	203	45	236	36	282	47	255	48	313	61	350	55	393	68	341	73	399	70
Doctors	80	6	80	20	92	7	109	11	71	10	84	6	107	17	126	10	136	10	143	12
Total Higher Degrees	384	142	425	172	417	141	843	260	405	151	463	156	529	174	582	177	529	183	623	174
Sub Total	2209	305	2339	322	2395	258	2939	396	2561	315	3017	332	3064	403	3332	417	3272	407	3561	367
Grand Total	2514		2661		2653		3335*		2876		3349		3467		3749		3679		3928	
Number of Ceremonies	19		19		23		26		24		25		26		28		30		31	

*Quatercentenary Year

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E: POLICY ON THE BROAD CURRICULUM

OVERVIEW

The existing educational objectives of the Moderatorship, as set out in the Calendar, are:

> "1 All moderatorship degree programmes entail a broad base of knowledge of both a general and particular nature, and the intellectual skills that must be mastered are broadly similar in all areas.
>
> All moderatorship degree programmes seek to impart the following:
>
> (a) a strong broad base of knowledge that introduces the student to all the main aspects of the discipline or disciplines concerned, and to relevant aspects of closely related disciplines;
>
> (b) advanced expertise in the major subject that provides the students with a thorough understanding of the basic principles and methodology of the discipline and of the means by which the frontiers of the discipline can be expanded and new knowledge discovered;
>
> (c) a range of intellectual skills that develop as fully as possible the complete range of mental abilities, i.e. the enlargement and proficiency of mind that has long been a fundamental goal of university education.
>
> These skills may be divided into two categories:
>
> *(i) Thinking skills*
> These include:
> A –the capacity to make sense of what one learns, to analyse and sort data and solve problems
> B - extend what one has learned, to generate new ideas and concepts, to apply what one has learned to new contexts
> C – to deal with knowledge in a critical way, to develop the capacity to evaluate information and ideas.
>
> *(ii) Communication skills*
> These involve the capacity to organise information and arguments and conclusions, and to present them in a clear and well-reasoned manner."

The educational objectives of the Moderatorship make a clear distinction between expertise in a specific subject and more general thinking and communication skills. This can be seen as an analytical distinction between a "specialist" and a "broad" curriculum. At the same time it must be recognised that many of the objectives of the broad curriculum are typically vindicated as a result of how the specialist curriculum is implemented rather than as stand-alone elements in their own right.

Departments and Faculties are largely responsible for the development of specialist curricula in their own areas of expertise – indeed this is one of their fundamental roles. This document elaborates policy on the broad curriculum, and on the interaction between broad and specialist curricula. Policy on the broad curriculum is a matter for the wider University community. The interaction between broad and specialist curricula is a very important element in the interaction between the University as a whole and its individual faculties and departments.

This interaction is of particular importance in securing the broad curricular objectives of the University's undergraduate programmes. Students are in practice admitted to follow particular degree programmes and there is continuous pressure towards increasing specialisation of these programmes. There is also pressure to add elements to the broad

curriculum, dealing with matters such as information technology and language skills. These pressures can combine to cause an overloading of the curriculum since new courses are added far more easily than existing courses are dropped. This overload must be confronted as a crucial issue in curriculum policy.

It is important to recognise that the College community faces many constraints in fulfilling the educational objectives of the Moderatorship. These include adverse staff:student ratios, the exigencies of the timetable and logistic matters such as the availability of lecture rooms, computers or computer rooms. The skills and abilities of the matriculating students admitted to the University also act constraints upon the broad curriculum. This raises the issues of the University's admission requirements and of its role in influencing second level curricula.

It is also very important to note that a number of the educational objectives of the Moderatorship have long been promoted in the existing curricula to be found in many parts of the College. Many graduates of Trinity College thus already possess many of the desired attributes. What is needed, therefore, is to recognise and to build upon our current strengths and upon the existing contributions of many departments to the University's broad curriculum. This suggests that the best way to proceed is not in any sense to attempt to impose a particular curriculum from above. Rather, what is needed is to set a clear and coherent University policy for the broad curriculum and to put in place a review process that encourages the vindication of this policy in all disciplines.

In doing this, it should be recognised that curriculum objectives may conflict with other objectives of the University, such as facilitating staff in fulfilling their research objectives by maximising flexibility in teaching loads or minimising the burden of assessment.

Finally, while this policy on the curriculum derives from the educational objectives in the Moderatorship, as set out in the Calendar, these objectives should apply to all undergraduate degree programmes offered by the University.

GENERAL PRINCIPLES OF THE BROAD CURRICULUM

In order to realise the educational objectives of the Moderatorship, we in the University community should all have a very clear image in our minds of how we would like to see a graduate of the University of Dublin. This should be an image of a person who is inquisitive, analytical, reflective, creative, adaptable, widely read and ethically responsible, with an independent mind and an international outlook. Trinity graduates should also be articulate, literate and numerate at a level of sophistication that allows them to deploy their abilities to maximum advantage in later life.

Many aspects of College life play a part in a student's development of these qualities – only one of which is the academic curriculum. The importance of extra-curricular activities should thus be kept firmly in mind when determining the appropriate academic workloads of undergraduate students. College should also consider ways of giving recognition to significant and well-documented extra-curricular activities.

Another crucial point to note is that many important aspects of curriculum policy can be fulfilled by how a class or course is taught, rather than by the substantive course content. Thus objectives such as literacy, articulacy and numeracy can be furthered by ensuring that all students make regular oral presentations to their classmates, produce regular pieces of discursive writing and deal with material that is presented in numerical form. Those responsible for the curriculum should also be alert to the possibility of capitalising on the emergence of transferable skills. These may develop, for example, when students engaged in the oral element of a language course improve their general articulacy.

ELABORATING THE BROAD CURRICULUM

While it is not desirable to be too prescriptive in matters of the curriculum, it is necessary to elaborate the basic principles set out above, in order to ensure a common understanding of their general meaning and importance. In addition, it is necessary to set out general principles for achieving the various objectives identified. This will allow the University to identify the resource implications of any serious attempt to implement its policy on the broad curriculum.

Inquisitiveness and analytical ability

Inquisitiveness, analytical ability and a general independence of mind are virtues best encouraged by the manner in which material is presented and assessed rather than by the substantive content of courses per se.

- Explicit efforts should be made in course design and assessment to ensure that students are presented with challenges and problems associated with their chosen subjects, rather than with mere bodies of material to be assimilated.

- Explicit efforts should be made to give students enduring analytical and research skills and approaches to problem solving that allow them to tackle unforeseen challenges in their subjects, rather than merely to master a received wisdom.

- Explicit efforts should be made to avoid spoon-feeding in the presentation of course materials and content, and to encourage the active involvement of students in identifying and using key course resources.

    - Students should thus be encouraged at every opportunity to use the Library, the Internet and other sources of information for independent study and research.

- Explicit efforts should be made to encourage students to look beyond their own fields and explore the possibility of using the teaching and other resources of as wide a range of disciplines as possible.

Creativity and reflectiveness

Creativity and reflectiveness are virtues that are best fostered by the overall intellectual environment in which students find themselves rather than by the substantive content of any particular course.

- Explicit efforts should be made to create an environment in which students are encouraged to take a creative approach to their chosen subjects and to avoid intellectual environments that are inflexible and hostile to creativity.

    - This may well imply an explicit policy on the assessment of work that represents a "creative failure" to the solution of a particular problem as opposed to that which successfully applies a received wisdom.

- Explicit efforts should be made to create an environment in which students are given ample opportunity to reflect upon and synthesise the material that they have already assimilated, rather than to find themselves under continual pressure to assimilate ever more new information.

  - This implies an explicit recognition in each curriculum of the need to provide time for reflection. This further implies the importance of taking explicit account of the danger of curriculum overload.

  - It also implies an explicit recognition that the assessment process should include the opportunity for students to produce works of reflection and synthesis, in addition to work of a more specialist or technical nature.

Adaptability and breadth of reading

All graduates should leave College with an appetite for continuing personal, intellectual and professional self-development. They should not see their university education as merely preparing themselves for a career. Nor should they see the transition from third-level education as the end of their educational development, but rather as the beginning of a life-long process.

- Many of the detailed ways in which these objectives can be pursued are treated under other headings, dealing with particular skills as well as matters such as inquisitiveness, creativity, reflectiveness, analytical ability and ethical responsibility.

- Nonetheless, explicit efforts should be made to ensure that the curriculum as a whole does indeed contribute towards the lifelong intellectual and personal self-sufficiency of our graduates.

  - This implies, among other things, that explicit consideration should be given to offering students the structured opportunity to read and reflect as widely as possible <u>outside</u> their particular areas of specialisation, possibly by the provision of voluntary College-wide courses in certain important areas of the sciences and humanities.

Ethical responsibility

Many professional disciplines incorporate education in professional ethics as part of their core curricula. While the University should not set out to impose a particular set of political and social values, it is nonetheless clear that a sense of ethical responsibility, in both academic and professional contexts, is an important quality for all students. The broad curriculum should therefore ensure that all students leave College with a well-developed ability to take responsibility for their own actions and choices.

- This implies that all students should have the explicit opportunity to reflect upon the ethical issues and choices that will confront them both during and after their university careers.

- With respect to the ethical issues confronting students during their life in the University, general regulations already cover plagiarism and other issues of academic and intellectual ethics. Departments and Faculties should give consideration to the consistent and explicit application of these principles in their dealings with students.

International outlook

The University has a strong commitment to its role as a truly international institution of the highest standing. Many things help students develop an international approach to their studies and to life in general, but important matters related to the curriculum include language skills, travel and openness to other cultures. We should also recognise that interaction both with foreign exchange students and with Irish mature students can make our own students more outward looking.

- Many students already take advantage of international exchange programmes, typically with great personal benefit. Curriculum design should take explicit account of the potential benefits of such exchanges, particularly for those students for which these are not currently available.

- Explicit attempts should be made to encourage and capitalise upon more informal opportunities for students to travel and to experience other cultures, for example by taking a year off books and by engaging in vacation travel.

- All undergraduates should have the opportunity to develop useful skills in a language other than their native tongue.

  - This should be implemented by ensuring that all students have the opportunity at some stage during their course (preferably in the Freshman years) to develop skills in a language other than English, either building upon skills they already have or learning a new language ab initio. This may well require additional major resources to be devoted to the provision of language teaching.

Articulacy

All students should be provided with educational experiences that foster the development of skills in the effective oral presentation of ideas. These skills should be developed to a level that allows graduates to make sophisticated oral presentations in their areas of expertise.

- This implies an explicit policy that students make regular class presentations, on which they will be assessed.

  - This implies ensuring that the tutorial resources are available to allow an adequate level of small group teaching of all students in most years.

  - It also implies reinforcing existing skills, where necessary, to ensure that all teaching staff are well able to foster and assess the effective oral presentation of ideas by students in their class.

Literacy

All students should be provided with learning experiences that foster the development of skills in the effective written presentation of ideas. These skills should be developed to a level that allows graduates to produce sophisticated written work in their areas of expertise.

- This implies an explicit policy that students write regular discursive pieces in their areas of specialisation, on which they will be assessed.

- It may also involve, for those students who do not already posses such ability, training in the effective uses of information technology (IT) in the written presentation and dissemination of ideas.

  - This implies ensuring that the tutorial resources are available to allow adequate marking and commenting upon written work.

  - It also implies reinforcing existing skills, where necessary, to ensure that all teaching staff are well able to foster and assess the effective written presentation of ideas by every student in their class.

  - It may be necessary to provide resources for writing workshops, perhaps at Faculty level, offering help to those students who need this.

  - It will also be necessary to provide resources, where necessary, for student training in the use of information technology in effective written communication, as well as providing enhanced access to computers, printers and other IT resources.

Numeracy

The curriculum should recognise that numeracy, together with literacy and articulacy, gives graduates a capacity for logical and analytical reasoning.

- This implies an explicit policy that students should be able to understand information presented in numerical and statistical form.

- This may involve an explicit policy that students should be involved in assessed coursework in their areas of specialisation that deals with the analysis and interpretation of numerical information.

- It may also involve, for those students who do not already posses such ability, training in the effective uses of information technology (IT) for the effective analysis and interpretation of numerical information.

  - This in turn will have resource implications for enhancing the skills of teaching staff in certain areas, and also for the development of course materials.

  - It will also be necessary to provide resources for student training in the use of information technology for the effective analysis and interpretation of numerical information, as well as providing enhanced access to computers, printers and other IT resources.

DEVELOPING THE CURRICULUM AS AN INTEGRATED WHOLE

As has already been noted, many objectives of the broad curriculum are most effectively vindicated by the manner in which a given specialist curriculum is delivered. We should not, therefore, create an artificial distinction between broad and specialist curricula. While the detailed substantive content of specialist curricula will always remain a primary concern for departments and faculties, it is nonetheless important to note that it is essential for specialist curricula to be kept continuously under review. Such curriculum review should explicitly ensure the development and integration of both broad and specialist objectives. As well as dealing with the substance of the curriculum, this also means being alert to the potential dangers of overload and imbalance that can easily arise.

The ongoing process of curriculum review should also recognise that accessibility to education for people with special needs requires that College allow a degree of flexibility within coursework and examinations. Introducing new elements to the curriculum should not undermine the ability of departments to accommodate students with special needs.

Overload

Since it is always much easier to add new elements to any curriculum than to delete existing elements, explicit attention should be paid in any curriculum review process to the need to avoid curriculum overload.

- This implies that all responsible for curriculum development should give explicit attention to identifying and justifying a maximum number of contact hours and a total workload for students in each year of each programme of study.

- Maximum loads should take full account of the need for students to read and research widely and reflect upon the fruits of these labours, as well as to devote proper attention both to coursework assignments and to valuable extra-curricular activities.

- More active use should be made of the College tutorial system in assessing the extent of actual and potential curriculum overload.

Balance

Given the dangers of overload and the need to set a maximum number of contact hours for students in each area, explicit attention should be paid in any curriculum review process to protecting the broad curriculum against the often pressing demands of the specialist curriculum for scarce slots on student timetables.

- This implies that key objectives of the broad curriculum be integrated fully into student assessment at all levels, and not be seen as optional extras.

IMPLEMENTING CURRICULUM POLICY

1. Once Council has approved a policy document on the curriculum, it will be sent to Faculties for consideration.

2. Faculties will then consider the document and define each of the stated curriculum policies in their own terms, setting the general standards of achievement that are expected from their students in key areas.

3. Faculties should then seek systematic student feedback on the extent to which their current curricula meet the policies that have been elaborated.

4. On this basis of student feedback and discussions among the academic staff, Faculties should then indicate the extent to which they consider that these policies are fulfilled within the current curricula of various degree programmes within the Faculty. Faculties should also specify the abilities that they expect students to have on admission and develop admissions policies that might better fulfil these expectations.

5. Having identified what needs to be done, Faculties should suggest specific ways of filling any gaps and report back through their Deans to Council.

6. Council, on hearing a report from each Faculty Dean, will then be in a position:

    6.1 to consider the extent to which its curriculum policies are fulfilled within existing degree programmes and admissions requirements;

    6.2 to note suggestions for ways to fulfil these policies more effectively;

    6.3 to make further suggestions for improvement should these be deemed necessary;

    6.4 to assess the nature and extent of additional resources needed to implement its curriculum policies;

    6.5 to monitor the implementation of its curriculum policies, both in relation to existing programmes and to any new degree programme put forward;

    6.6 to draft an agreed set of general principles for the curriculum to be included in the Calendar.

10 March 1999

TABLE F1: SCHEDULE OF DEPARTMENTAL REVIEWS 1998/99 - 2002/03

Academic Year	Arts (Humanities)	Arts (Letters)	Business, Economic & Social Studies	Engineering & Systems Sciences	Health Sciences	Science
1997/98	Music	English Classics Germanic Studies	Sociology		Laboratory Medicine Clinical Medicine Surgery CSLS	Pure & Applied Maths
1998/99	Philosophy History of Art	Spanish & Portuguese Russian	Social Studies		Obstetrics & Gynaecology	Chemistry Geography
1999/2000	Education	French Italian	Business Studies	Statistics	Anatomy Dental Science Paediatrics Pharmacology & Therapeutics	Microbiology Pharmaceutical Chemistry Pharmacognosy
2000/01	Modern History Medieval History	SBCDTS	Political Science	Computer Science Mechanical & Manufacturing Engineering	Community Health & General Practice Occupational Therapy Physiotherapy Psychiatry	Genetics Phamaceutics Zoology
2001/02	Law HBTS	Irish	Economics	Electronic & Electrical Engineering	Nursing & Midwifery Therapeutic Radiography Physiology	Botany Geology Pharmacology
2002/03	Music Pyschology	CLCS	Sociology	Civil, Structural & Environmental Engineering		Biochemistry Physics Pure & Applied Maths