

University of Dublin



Trinity College

**SENIOR LECTURER'S ANNUAL REPORT
2004/05**

(including Admissions Data for 2005)

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November 2005***

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SENIOR LECTURER'S ANNUAL REPORT 2004/05

I. INTRODUCTION AND SUMMARY

The Senior Lecturer has overall responsibility for College's academic activities, in terms of policy and operational matters. The Senior Lecturer's Area provides administrative support to many of the College processes involved in matters of undergraduate admission and progression, and general issues of academic practice and policy. This includes the processing of applications and the admission of undergraduate students, the registration of all students, support for academic initiatives, academic development and quality enhancement, lecture and examination timetabling, commencements ceremonies, schools liaison activities and academic quality improvement. The Senior Lecturer's Area also supports the committees chaired by the Senior Lecturer, and prepares material on issues of academic policy and practice for consideration by these committees and by Council and Board.

This is the tenth Annual Report to be presented to Council and Board, and provides statistical data and commentary on the activities supported by the Senior Lecturer's Area during the academic year 2004/05. Admissions data for 2005 is also included.

During 2004/05, the area of academic policy and planning was dominated by the academic restructuring process undertaken by the College and the development of the academically-based resource allocation mechanism. The Senior Lecturer's Area had considerable involvement in supporting the academic restructuring process through the provision of support to many of the committees and working groups involved, including the collation of data to inform the discussion of particular issues.

The educational strategy set out in the Strategic Plan 2003-08 continues to underpin the activities described in the Annual Report. The Centre for Academic Practice and Student Learning (CAPSL) is active in supporting and enhancing teaching quality, and the Centre for Learning Technology, part of CAPSL, continues to develop College's use of e-learning technologies. College continues to reward excellence in teaching through the Provost's Teaching Awards, and CAPSL supports this scheme while continuing its academic development activities both through targeted programmes and the Learning Innovation Projects initiative.

The activities of student services and CAPSL in supporting student learning described in this report contribute significantly to the enhancement of the student experience. It is to be noted that College has maintained its level of first preference applications despite a drop in the total CAO applications nationwide.

The Broad Curriculum initiative, also emphasised in the Strategic Plan 2003-08, has continued successfully in 2004/05 and underwent a mid-term review as part of the funding agreement for the cross-faculty courses and postgraduate teaching studentships. This confirmed College's success in embedding and reflecting the goals of the Broad Curriculum policy in respect of the qualities desirable in a Trinity graduate, in its academic activities.

The aims of the Strategic Plan in respect of inclusiveness and diversity are central to activities in the area of access for non-traditional students. In 2004/05, College made further progress in fulfilling the policy of reserving 15% of CAO quotas for non-traditional students approved by Board in 2003/04. By 2005, 15% of all CAO places were filled by non-traditional students, up from 7% in 2003 and 11% in 2004.

College continued its engagement with the Bologna process through the review of the use of the European Credit Transfer and Accumulation System (ECTS) in undergraduate degree programmes, the Diploma Supplement pilot project and the distribution of seed-funding grants to support Bologna-related initiatives in departments and Schools.

II. APPLICATIONS AND ADMISSIONS 2005

Student Applications and Admissions

In 2005 Trinity continued to attract a substantial proportion (12%) of first preference applications in the CAO system (12% in 2004, and 11% in 2003). In general, course quotas were met. There was an overall College ratio of 2.9:1 (2.8:1 in 2004) of first preference applications to course quotas. The Faculty of Arts (Humanities) was the highest again this year at 4.4:1 (4.8:1 in 2004). (see Table A5 on pages A12-A13 in the Appendices).

Figure 1: Ratio of first preference applications to quotas 2005, 2004, 2003

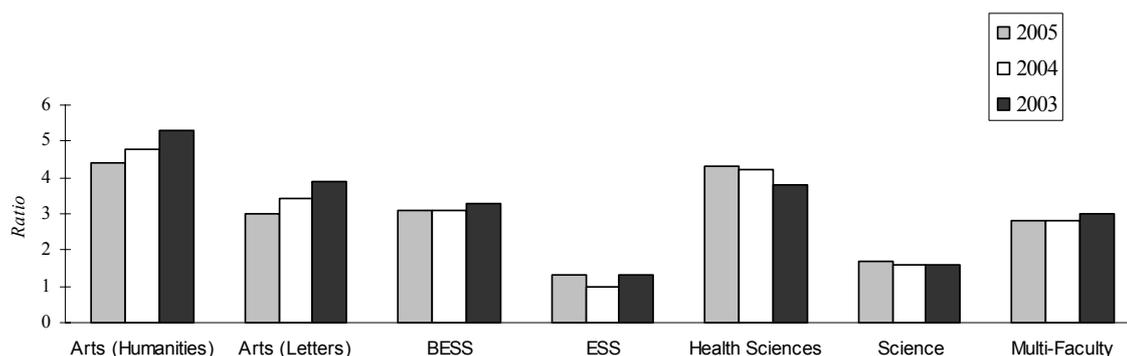
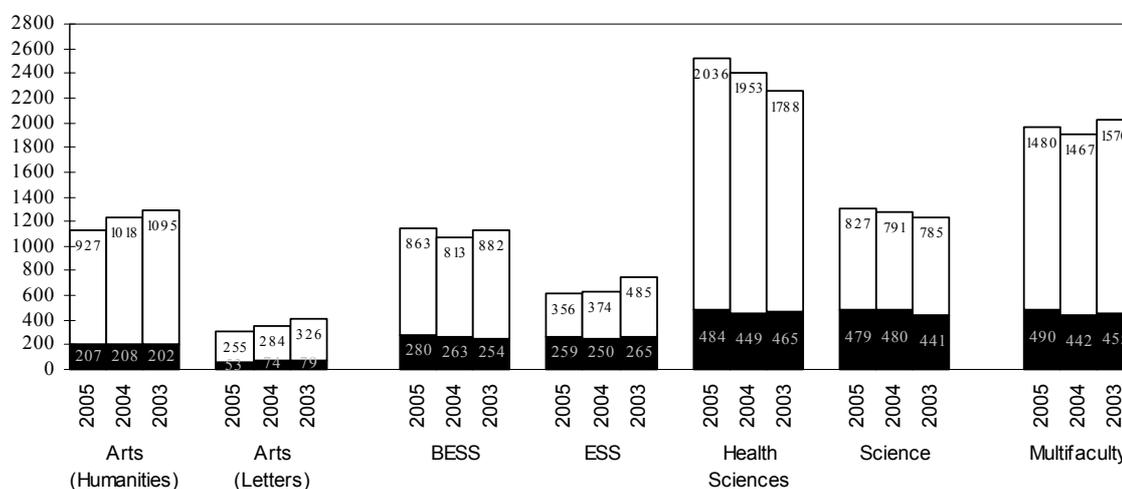


Figure 2: First preference applications and numbers registered 2005, 2004, 2003

■ Number of registered JF students (excluding repeat year students and non-EU) □ Number of 1st preferences



Out of a total of 47 undergraduate full-time single and joint honor CAO courses (excluding TSM), ten (21%) did not meet their quota because of insufficient number of applications, and of 25 TSM subjects, five (20%) did not meet their quota for the same reasons (see Table A2(a) on page A7 in the Appendices).

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

Entrance Exhibitions

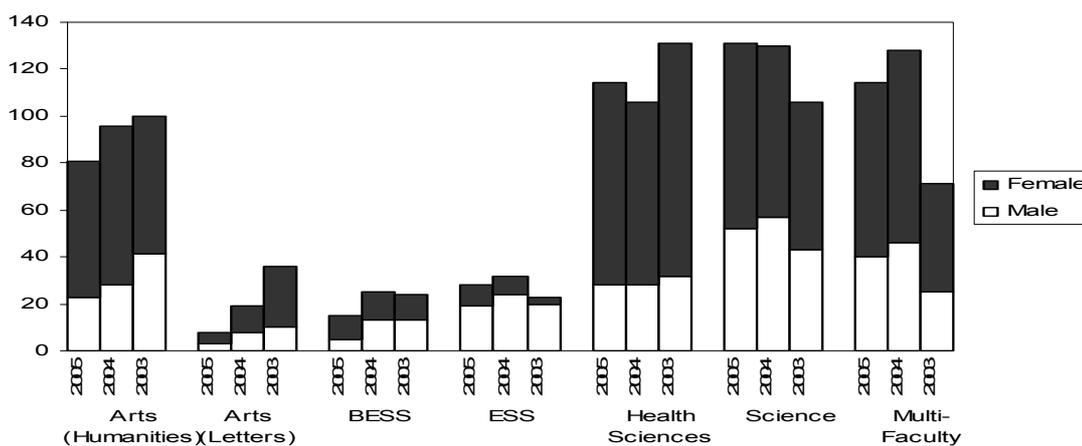
2005

On the basis of public examination results, entrance exhibitions are awarded to EU new entrants to full-time undergraduate degree programmes who achieve a minimum of 545 points. Four-hundred and ninety one (491) students were awarded an entrance exhibition in 2005 representing 22% of the Junior Freshman class for 2005-06. Of a total of 54,069 CAO Leaving Certificate applicants for degree courses, 1,537 (2.84%) achieved 545 points or more (6A2s = 540) and 407 (26%) of these students accepted places at Trinity College. Sixty-nine (69) A-level students and nine (9) students with other EU qualifications were also awarded an entrance exhibition in 2005. Sixty-five percent of entrance exhibitioners were female in 2005 (62% in 2004). A reception for all entrance exhibitioners, parents and school principals will be held over three evenings in November 2005.

2004

Five-hundred and thirty six (536) students were awarded an entrance exhibition in 2004 representing 25% of the Junior Freshman class for 2004/05. Of a total of 55,224 CAO Leaving Certificate applicants for degree courses, (3.8%) achieved 545 points or more (Leaving Certificate: 6A2s = 540) and 427 of these students accepted places at Trinity College. One-hundred (100) A-level students and nine (9) students with other EU qualifications were also awarded an entrance exhibition in 2004. Sixty-two percent (62%) of entrance exhibitioners were female in 2004 (62% also in 2003). A reception for all entrance exhibitioners, parents and school principals was held over three evenings in November/December 2004.

Figure 3: Entrance exhibition awards 2005, 2004, 2003



*See Tables A10 and A11 on pages A19-A22 in the Appendices for further information on points at entry by course.

Matriculation examination

A matriculation examination is held in Trinity College every year, usually in April/May, in a limited range of subjects. As of 2003 only two subjects are examined, namely, Geology and Biblical Studies. Twenty-five (21 in 2004) candidates presented for the Geology examination, and none for Biblical Studies in 2005.

Table 1: TCD Matriculation examination, 2005 – 2000

	2005	2004	2003	2002	2001	2000
Biblical Studies	-	-	-	-	-	-
Geology	25	21	19	25	20	20
Russian	N/A	N/A	N/A	18	8	7
Total	25	21	19	43	28	27

Non-Traditional Admissions and Access Initiatives

Non-traditional applications to the university are categorised into three principal types:

(a) students with a disability, (b) mature students applying for admission under the mature student dispensation scheme, and (c) socio-economically disadvantaged students. In addition to applying through the CAO, applicants in these three groups are invited to submit separate applications directly to the university.

College's Strategic Plan is committed to increasing the number of non-traditional students admitted to undergraduate programmes and in 2003/04 the Board approved two access policy initiatives: (i) the introduction of a policy reserving 15% of quotas of CAO intake for non-traditional applicants, and (ii) the establishment of an alternative admissions route to undergraduate degree programmes for non-traditional students through a partnership programme between the university and three City of Dublin Vocational Education Committee (CDVEC) colleges.

In 2005 a total of 340 (295 in 2004) non-traditional students registered on undergraduate degree programmes, representing 15% of the CAO intake. Seventy-one percent (71%) of the 2005 non-traditional students registered are mature students.

(a) Students with a Disability

Applicants may disclose that they have a disability on the CAO application form. Applicants who disclose a disability at this stage of the process are contacted by the CAO and invited to complete a 'supplementary information form'. This form requests information on the nature of the applicant's disability and any supports that s/he may require while pursuing their university education. Applicants who wish to avail themselves of the supports and any matriculation concession must also provide evidence of disability, which is assessed by the College Student Disability Services.

Table 2: Number of applicants with a disability, eligible applicants, offers and registered students for 2005, 2004 and 2003

Applications	2005	%	2004	%	2003	%
Total number of applicants who disclosed a disability on the CAO application form	442		323		312	
Number of applicants who completed 'supplementary information form'	337	76%	224	69%	143	46%
Number of applicants eligible for consideration on grounds of disability	194	44%	134	41%	98	31%
Number of applicants who matriculated (eligible applicants)	101	23%	62	19%	62	20%
Number of offers to eligible applicants	34	34%	36	58%	38	61%
Number of registered students	34	100%	32	89%	23	60%

It should be noted that many applicants with a disability do not disclose this information on the CAO form, and consequently the number of registered new entrants with a disability is likely to be greater than the numbers stated above.

(b) Students Applying for Admission under the Mature Student Dispensation Scheme

In 2005, 798 mature applicants applied under the Mature Student Dispensation Scheme, of whom 179 (22%) were offered places and of these 148 (83%) registered. Applications under this scheme are over twenty three years of age and are assessed on the basis of the complete profile of the applicant taking into account work and life experience together with education. This year saw an increase of 16% on last year in mature student applications (669 in 2004).

Mature students are also admitted to the undergraduate degrees in nursing under the Mature Student Dispensation Scheme. Applicants to these courses are assessed externally by the Nursing Career Centre. Seventy-two (72) mature students registered in the nursing degrees in 2005 (59 in 2004).

Further details of students admitted under the Mature Student Dispensation Scheme and by the Nursing Career Centre together with an indication of the trends in mature student applications are shown in the comparative data in Table A1(b) on page A6 in the Appendices. Despite efforts to increase the number of mature students and a willingness on the behalf of departments to increase their mature student intake, it continues to be difficult to secure successful applications to the Faculties of Science and Engineering and Systems Sciences. This difficulty is partly attributed to the requirement for a specific level of mathematics and/or a science subject as a prerequisite of entry to courses in these Faculties.

(c) Socio-economically disadvantaged Students – the Trinity Access Programmes

The Trinity Access Programmes (TAP) are a range of initiatives to counteract educational disadvantage. The programmes were established 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 Steering Committee for the Trinity Access Programmes is chaired by the Senior Lecturer.

Post-entry Support Programme

TAP has developed a range of post-entry supports in response to student experience. These include a variety of pre-university programmes, financial and personal support, extra tuition, a Writing Resource Centre, a Maths Help Room, the Studio (learning resource centre), a supported accommodation scheme and end of term review workshops. TAP also works closely with other support services in the College including the Library, the Student Counselling Service, the Disability Service, the Health Service, the Accommodation Service and the College Tutorial Service.

There are currently five admissions initiatives, all of which are part-funded by the Higher Education Authority (HEA) through the Strategic Initiatives Scheme.

1. Primary and Second-Level Programmes

The Second-Level Programme links Trinity College with second-level schools which have little or no tradition of progression to third-level. The programme aims to increase the number of students who complete their second-level education and who proceed to third-level education. There are currently 19 (16 in 2004) link schools. The programme also runs a Primary Schools Initiative with 20 (15 in 2004) link primary schools.

2. Foundation Course for Higher Education - Mature Students

This one-year foundation course seeks to counteract educational disadvantage among mature students who experience socio-economic disadvantage. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education. Twenty five students registered for the course in 2004/05 (25 in 2003/04) of whom 23 successfully completed the course. Twenty two students progressed to undergraduate programmes in Trinity College and one student deferred a place to NUI Maynooth.

3. *Foundation Course for Higher Education - Young Adults*

This is a one-year foundation course that caters for young adults (17-20 years old) who have academic potential but who require an additional year of education to prepare for third-level. It is open to applicants in schools linked to higher education access programmes in Trinity, UCD, NUI Maynooth, DCU and DIT.

Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible to compete for entry to a place in College if they achieve a grade II.2 or higher (II.1 for Law School or Health Sciences). Twenty five students registered in 2004/05 (26 in 2003/04), all students registered in 2004/05 successfully completed the course. Twenty-four students progressed to undergraduate programmes in Trinity College and one student progressed to a College of further education.

4. *Concession on Points*

Students who are socio-economically disadvantaged and whose school is linked to TAP, or to an access programme at another university, or the DIT, are eligible for a concession on points for entry to an undergraduate degree course. These students must satisfy the minimum matriculation requirements for entry to their course of choice.

Graduates from the Trinity *Foundation Course – Young Adults* and students from TAP linked schools eligible for a concession on points may compete for places at other universities through a collaborative scheme known as the Higher Education Access Route (HEAR). In 2005, 75 students entered College through this route (86 in 2004).

Table 3: Number of Students entering College through the Higher Education Access Route (HEAR) 2001-05

<i>Year</i>	<i>Number of students</i>
2001	44
2002	52
2003	54
2004	86
2005	75

5. *Partnership Foundation Course*

As part of College's efforts to meet the 15% quota of non-traditional students in undergraduate programmes, an arrangement has been entered into with three City of Dublin Vocational Education Committee (CDVEC) colleges to develop and co-deliver a Foundation Course for access to a wide range of undergraduate courses. The CDVEC colleges involved are the Liberties College, Dublin 8; Pearse College, Dublin 12; Plunket College, Dublin 9. The course ran on a pilot basis in 2004/05 and the CDVEC colleges, supported by Trinity, successfully negotiated with the Further Education and Training Awards Council (FETAC) for accreditation within the National Qualifications Framework. Thirteen students from this scheme progressed to undergraduate courses in Trinity College in 2005.

Table 4: Number of Admissions to College through the Trinity Access Programmes 2004-05

<i>Entry Route</i>	<i>Number of Students</i>
Full points	9
Concession on points	35
Foundation Course – Mature Students	22
Foundation Course – Young Adults	24
CDVEC Colleges	
- Liberties Liberal Arts	6
- Pearse Liberal Arts	4
- Plunkett Liberal Arts	3
<i>Total:</i>	<i>103</i>

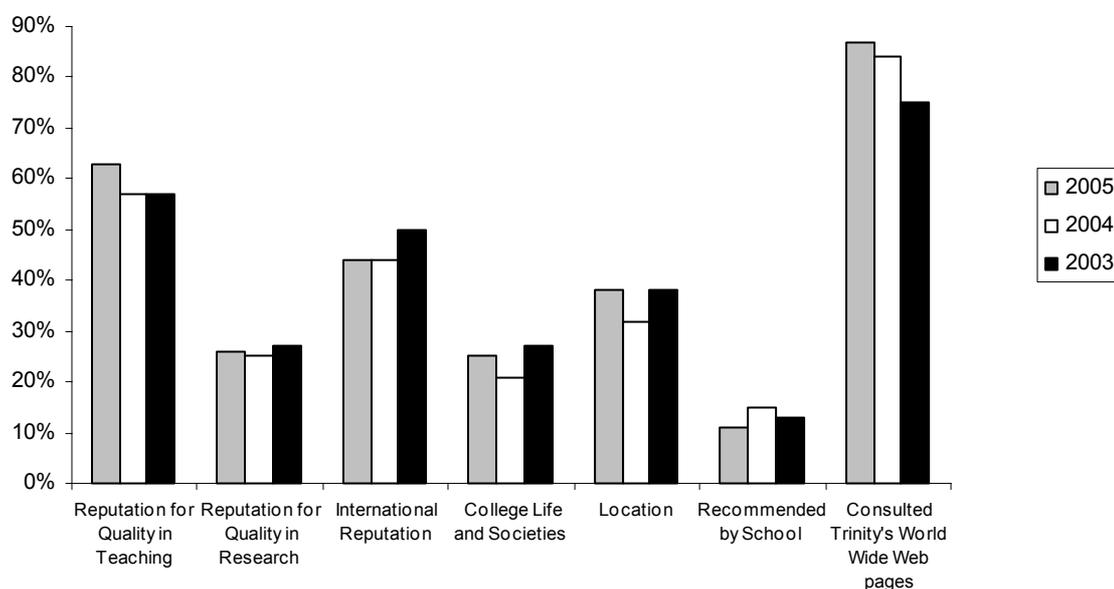
New Entrants Survey

A survey conducted in October 2005 of full-time new entrants to undergraduate degree courses sought to establish their motivation for coming to TCD. Figure 4 below illustrates the significant findings of this survey. One thousand five hundred and ninety five students (1,595) responded to the survey representing 68% of registered new entrants – EU and non-EU (2,353).

New entrant students were asked to indicate on a scale of 1-4 the factors that they considered important in choosing Trinity College (very important = 1).

College's reputation for quality in teaching (63%), its international reputation (44%) and location (38%) were identified as the top three reasons for choosing Trinity College.

Figure 4: Survey of undergraduate new entrants, 2005, 2004, 2003



Students were asked to identify in free text other reasons for choosing Trinity College and 32% of respondents choose Trinity College because of the course on offer. One-third or more of registered students in the following courses noted the course as the single most important factor in selecting Trinity: European Studies, 57%; Sociology / Social Policy, 50%; Medicinal Chemistry, 48%; Radiation Therapy, 48%; MSISS, 42%; MEMS, 40%; Clinical Speech & Language Studies, 39%; Occupational Therapy, 38%; Social Studies, 38% and BESS, 33%.

Fewer than 10% of registered students in Medicine, Nursing, Law, and Business Studies and a Language noted the course as the single most important factor when choosing Trinity College as a preferred option.

Other factors cited for choosing to study at Trinity College included: career prospects; atmosphere and College campus; Broad Curriculum opportunities; class sizes; teaching facilities; the competitive and intellectually stimulating environment; social life and societies and the diversity of the student population.

Responses to the New Entrants survey indicate that most students use more than one source of information when assessing third-level options, with the website (87%), Open Day (58%) and the College Prospectus (46%), being the most popular. Other information sources include Guidance Counsellors (15%), School Visits (10%) and Careers Fairs (8%).

Schools Liaison Activities

A full schedule of events, both on- and off-campus, was undertaken during the academic year 2004/05.

(a) College Open Day

The College hosted its annual Open Day on Wednesday 15 December 2004. Guidance Counsellors and senior cycle students from all second level schools in Ireland were invited to attend. Responses to the invitation indicated that approximately 4,725 students from over 100 schools attended the event. On the day, however, over 6,500 copies of the Prospectus and Open Day Programme were distributed suggesting that copies were taken for non attendees or that up to 1,500 additional prospective students attended the Open Day.

For the first time the Old Dining Hall was used as a venue for information stands at Open Day. The accessibility of historical Trinity positively impressed visitors and Trinity staff reported that the additional space greatly enhanced the event.

(b) Off-Campus Regional Conference

Guidance counsellors argue that there are too many individual third level colleges hosting conferences and such events disrupt the school year. Given the lack of interest from second level guidance counsellors and difficulties in securing adequate student and school participation in 2003/04, it was decided not to host an off-campus conference but to increase the number of individual school visits in 2004/05.

(c) Regional Careers Conventions and School Visits

During the academic year 2004/05 College was represented at 63 (51 in 2003/04) careers events countrywide organised either by schools, local branches of the Institute of Guidance Counsellors (IGC), regional business-education partnerships or by commercial bodies. In addition, the Faculty of Engineering and Systems Sciences was present at a number of the STEPS (Science, Technology and Engineering Programme for Schools) events and the Faculties of Engineering and Systems Sciences and Science were represented at the ESAT 'Young Scientist' exhibition.

III. STUDENT POPULATION

In total, there were 15,264 registered students in 2004/05 (15,428 in 2003/04). Of these, 7% (7% in 2003/04) were non-Irish EU students, 3% (3% in 2003/04) were from Northern Ireland, 3% were North or Central American, and 3% (3% in 2003/04) were from other parts of the world.

See Tables B1 and B2 on page B1 in Appendix B for further detail.

Figure 5: Geographical distribution of student population, 2004/05

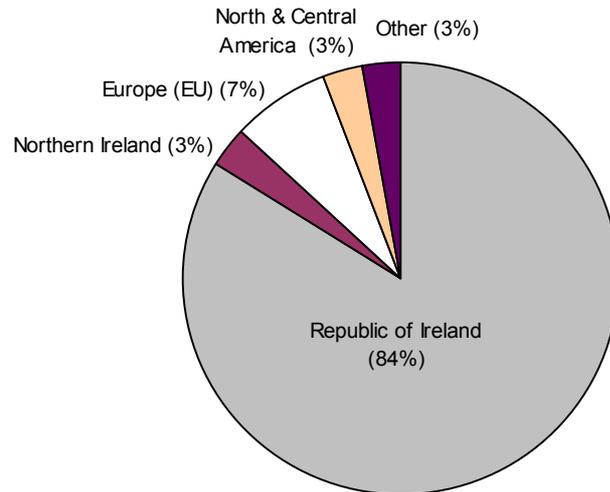


Figure 6: Gender breakdown of student population 2004/05

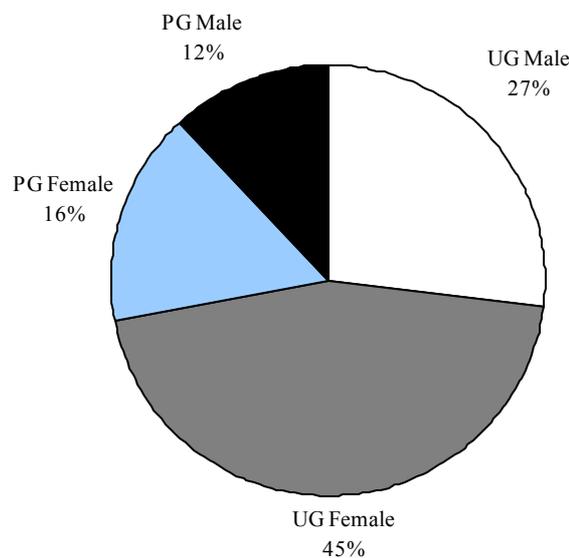


Figure 7a: Percentage of students by category, 2004/05

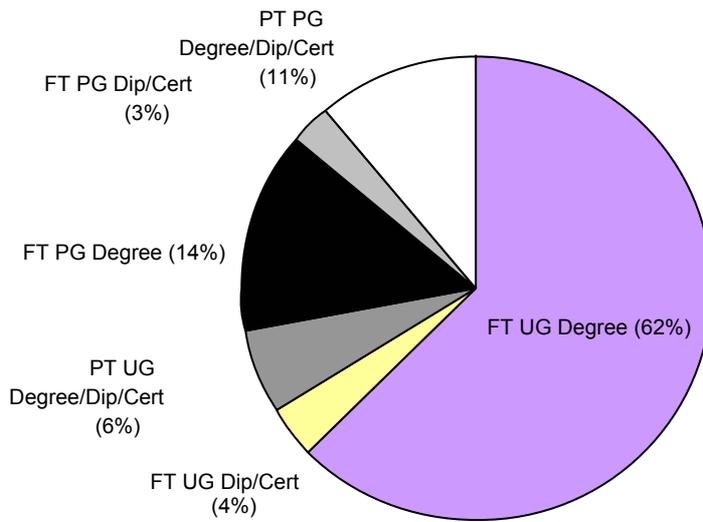
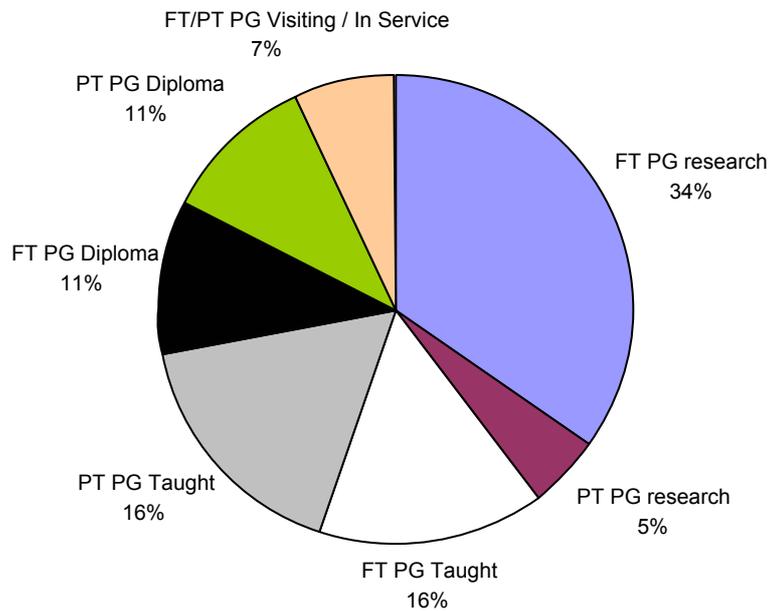


Figure 7b: Percentage of postgraduate students by category, 2004/05



IV. ACADEMIC STAFF

New Academic Appointments

The College's Strategic Plan 2003-2008 identifies the quality of academic staff as one of the College's major strengths. During the academic year 2004/05, 58 new academic appointments were made as illustrated below in Table 5. Of the 58 appointments made, 2 were to Chairs, 2 to Senior Lectureships and 54 to Lectureships.

Of those appointed, 55% (51% in 2003/04) held doctoral degrees and 31% (45% in 2003/04) held at least one postgraduate or professional qualification of equivalent standing below doctoral level (17% are in Lecturer/Registrar positions who have higher professional medical qualifications). 14% (eight staff) held primary degrees only at the date of appointment (4% in 2003/04).

In 2004/05 14% (17% in 2003/04) of appointments were permanent and 86% (83% in 2003/04) were contract

Table 5: New academic appointments 2004/05 and 2003/04

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*	Lecturer / Registrar	Total
2004/05								
8	5	3	0	11	8	18	5	58
14%	9%	5%	0%	18%	14%	31%	9%	100%
2003/04								
12	4	5	1	5	6	29	9	71
17%	6%	7%	1%	7%	8%	41%	13%	100%

Source: Staff Office

*Temporary appointments range in duration from nine months to one year. Appointments in this category are made principally to replace permanent members of the academic staff of the College who have been granted leave of absence or career breaks, or to complete a contract term following a resignation.

Further information is provided in Tables C1-C3 on pages C1-C2 in the Appendices.

Staff:Student Ratios

Staff:student ratios in 2004/05 ranged from 1:15 in the Faculty of Health Sciences (1:12 in 2003/04) and the Faculty of Arts (Letters) (1:15 in 2003/04) to 1:23 in the Faculty of Business, Economic and Social Studies (1:24 in 2003/04) and 1: 23 Faculty of Arts (Humanities) (1:23 in 2003/04).

For the first time in 2004/05, staff:student ratio data for Nursing and Midwifery Studies have been included in the overall figures for the Faculty of Health Sciences. In previous years, it has been kept separate as the much higher ratio would otherwise distort the Health Sciences and College data to a great extent. The inclusion of the data in 2004/05 has led to an increased ratio for Health Sciences from 12 in 2003/04 to 15 in 2004/05.

Further details are provided in Tables C4(a) - C4(i) on pages C3 - C11.

V. ACADEMIC PROGRESS

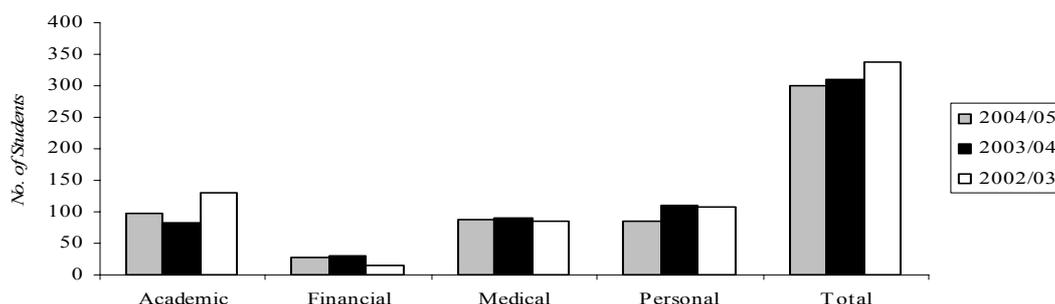
Junior Freshman Students Successfully Completing the Year

The percentage of full-time Junior Freshman degree students who successfully completed the year in 2004/05 averaged 90% across College. These data are based on annual, supplemental and special examination results and are calculated on the basis of the number of students passing examinations against the number of students registered at the end of Trinity Term (and includes students off-books who are taking examinations). In interpreting data on pass rates it should be noted that in courses with low student numbers, a small number of failures produces a very low percentage pass rate. Junior Freshman completion rates of 75% or less are found in seven areas (see Table D1 on pages D1-D2 in the Appendices). Directors of Teaching and Learning (Undergraduate) will be asked to investigate the reasons for high Junior Freshman non-completion rates in particular areas and report to the Undergraduate Teaching and Learning Committee. The most commonly cited reasons for pass rates lower than 75% include students being admitted to a low preference course and lower than average minimum entry points. Many departments have taken measures to improve the pass rates in their programmes, and these include revisions to the curriculum and the provision of extra tuition for students experiencing academic difficulties.

Students Off-books

In 2004/05 a total of 299 students were off-books compared to 311 in 2003/04 and 338 in 2002/03. The principal grounds for being off-books in 2004/05 were academic (33%) compared to personal (35%) in 2003/04.

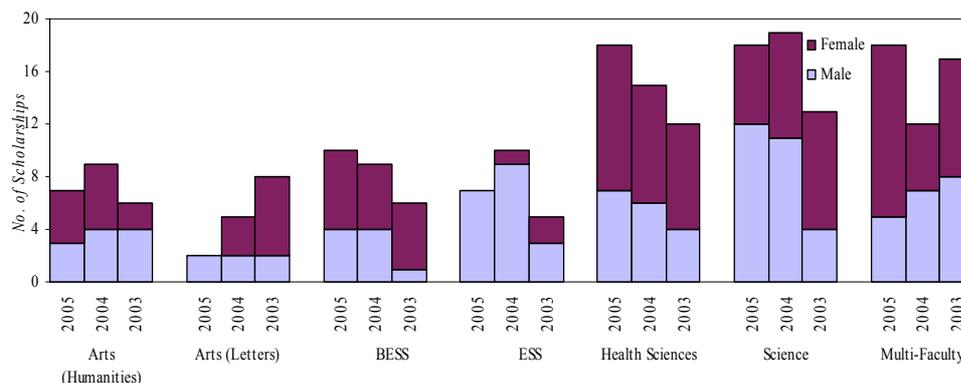
Figure 8: Reasons for students going off-books 2004/05, 2003/04, 2002/03



Foundation Scholarship Examination

A total of 383 students presented for the Foundation Scholarship examination in 2005 (343 in 2004, 316 in 2003). Eighty Foundation and Non-Foundation Scholarships were awarded in 2005 (79 in 2004, 67 in 2003). This represents 21% of those presenting for the examination. Forty (50%) of Scholarships were awarded to females and 40 (50%) were awarded to males. Details of Scholarships awarded by course are given in Table D2, page D3 in the Appendices

Figure 9: Foundation and non-foundation scholarships 2005, 2004, 2003



External Examiners

External Examiners play a crucial role in ensuring the quality of degree programmes and best practice in examining. A total of 151 (160 in 2003/04) external examiners were appointed to examine undergraduate programmes in 2004/05, of whom 107, comprising 71% (64% in 2003/04), have submitted their annual report to the Senior Lecturer. Ninety percent of external examiners are from Ireland or the United Kingdom.

For more detailed data please refer to Table D3, page D4 in the Appendices.

Commencements, Firsts and Gold Medal awards

In 2004, 29 commencement ceremonies were held during which 3,900 (3,863 in 2003) degrees were conferred (2,795 primary degrees, and 1,105 higher degrees). The number of DIT students being conferred with a degree from the University of Dublin decreased significantly in 2004 (20 in 2004; 63 in 2003, 265 in 2002 and 917 in 2001).

For more detailed data see Table D4 on page D5 in the Appendices.

A total of 340 students received first class honors (primary) degrees in 2005 (329 in 2004). Of these, 50 (15%) were awarded Gold Medals (50 in 2004).

Figure 10: First class degrees and gold medals 2004/05, 2003/04, 2002/03

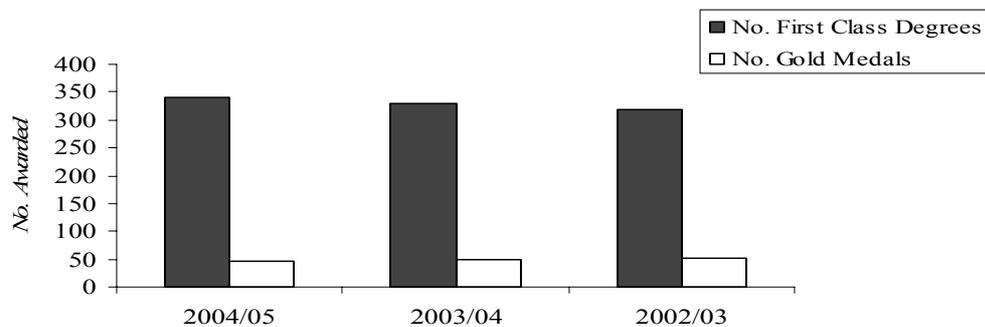
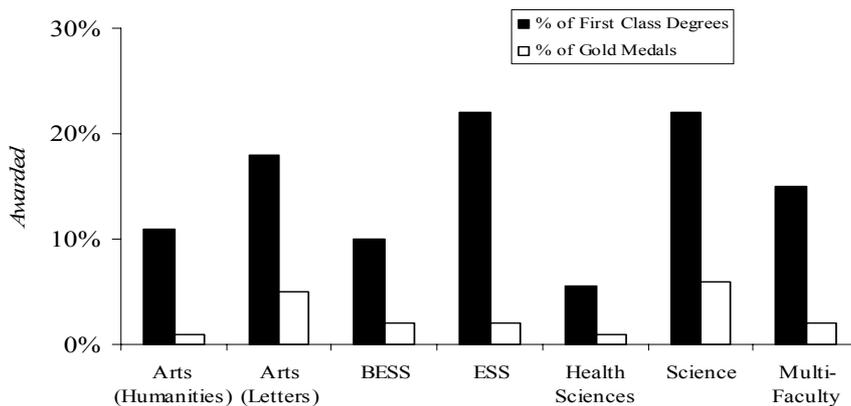


Figure 11: Percentage of first class degrees and gold medals by faculty 2004/05



Distribution of Grades Achieved at Degree Examinations 2005

In 2004/05 17% (15% in 2003/04) of students achieved a first class result at their degree examination, 59% (57% in 2003/04) achieved a second class first division, and 20% (21% in 2003/04) obtained a second class second division. Table D5 on page D6 gives summary data for the last five years and information by course for the year 2004/05 is given in Table D6 on pages D7-D8.

Student Retention

Improving the student experience is a central objective of College's Strategic Plan and the appointment of a Dean of Students in 2003 was a positive step in this direction. Student retention activities continue as outlined below.

The Student Counselling Service received funding from the Higher Education Authority (HEA) under its Strategic Initiatives Scheme to undertake work in the area of student retention. The initiatives that have received financial support are: (i) Targeted Counselling and Research Initiative for Junior Freshman students at risk of dropping out; (ii) Peer-support programmes; (iii) Peer Tutoring (joint project between Student Counselling and Departments of Russian, Germanic Languages and French); (iv) Learning Support Programme; (v) Access Research Project.

Specific projects relating to the above initiatives include:

Junior Freshman Project: This is an outreach programme for junior freshman students including workshops, orientation website – www.tcd.ie/orientation, one-to-one appointments, IT Training and E-mail contact. The orientation website for new entrants is heavily used by the student population. The majority of users in 2004-05 were junior freshman. Students evaluated the website and rated it as useful to extremely useful.

The Peer Support Programme: This programme trained approximately 40 students to act as peer supporters for other students and organised a matching system of support for students at risk of dropping out. A total of 74 students benefited from either training or direct support for difficulties placing them at risk of dropping out. This was a useful intervention as peers are the preferred source of support for students.

The Learning Support Programme: This programme continued to provide a co-ordinated response to learning and personal development needs of students in Trinity College. The programme also delivers comprehensive learning assistance to students experiencing learning difficulties that adversely affect their academic performance.

One hundred and fifty students attended for academic consultations. Fifty-two workshops and learning support and development sessions were provided to the student population. Over 700 places were taken up on workshops last year. Eighty seven attended individual tutorial support for learning difficulties. Seventy three screenings for dyslexia and other learning difficulties were conducted. A total of 111 individual registered students availed of multiple sessions for support of specific learning difficulties.

All activities were evaluated and students reported very high satisfaction rates with the quality of services and their usefulness. Research on the cohort of students using the services reveals a 99% retention rate. The largest proportion of students attending workshops was from the junior freshman year (31%) where the greatest risk of attrition occurs.

Peer Learning in Modern Languages: This was promoted and expanded to improve student learning and motivation. A room was provided in the Arts Building which allowed the initiative to provide generic and language-specific resources. Peer-learning support was made available to students of Spanish, Italian and Classics and to students on a wider range of degree programmes involving the study of language (Two Subject Moderatorship, Economic and Social Studies, Business Studies and a Language, Law and a Language and Computer Science Linguistics and a Language).

Maths support: Funding was also awarded to the School of Mathematics to run a Mathematics Help Room. In addition, short courses were also run during term and over the summer.

VI. NEW COURSE DEVELOPMENTS

The following courses were launched in 2005/06:

Table 6(a): Courses launched in 2005/06

COURSE	NO. OF STUDENTS	QUOTA
POSTGRADUATE		
<u>Degree</u>		
<i>Faculty of Arts (Humanities)</i> M.Phil. in Modern Irish History	12	25
<i>Faculty of Engineering and Systems Sciences</i> M.Sc. in Mechanical Engineering (Erasmus Mundus)	5	20
<i>Faculty of Science</i> M.Sc. in Clinical Chemistry	11	9
Total Postgraduate Degree	28	54
<u>Diploma</u>		
<i>Faculty of Health Sciences</i> P.G. Dip./ M.Sc. in Mental Health	14	15
Total Postgraduate Diploma	14	15

No new undergraduate courses were launched in 2005/06.

Table 6(b): Courses launched in 2004/05

COURSE	NO. OF STUDENTS	QUOTA
POSTGRADUATE		
<u>Degree</u>		
<i>Faculty of Arts (Humanities)</i>		
M.Sc./Ph.D in Neuroscience	6 (M.Sc.)	7
<i>Faculty of Arts (Letters)</i>		
M.Phil in Literary Translation	8	15
<i>Faculty of Business, Economic and Social Studies</i>		
M.Sc. in Economic Science	12	15
<i>Faculty of Health Sciences</i>		
M.Sc. Clinical Speech & Language Studies (Dysphagia)	7	30*
M.Sc/Ph.D in Molecular Medicine	18	6
<i>Faculty of Science</i>		
M.Sc. in Pharmaceutical Manufacturing Technology**	50	50
Total Postgraduate Degree	101	123
<u>Diploma</u>		
<i>Faculty of Arts (Humanities)</i>		
P.G. Dip. in Clinical Supervision (Psychology)	5	9
<i>Faculty of Health Sciences</i>		
P.G.Dip. Clinical Speech & Language Studies (Dysphagia)	0	30*
P.G. Dip. in Professional Nursing Studies	21	40
P.G. Dip. in Professional Midwifery Studies	2	10
P.G. Dip in Molecular Medicine	0	17
Total Postgraduate Diploma	28	106
* Overall quota of 30 between diploma and degree programmes		
** Students register on Diploma course in the first instance		

No undergraduate courses were launched in 2004/05.

VII. ACADEMIC DEVELOPMENTS

Academic Restructuring

The College's Strategic Plan 2003-08 undertook to review both the academic structure and resource allocation in the College. The report of the Working Group on Structures, Management and Systems in April 2004 gave rise to a process of academic restructuring that commenced in July 2004 and was developed during 2004-05, culminating in a new academic structure in place with effect from October 2005. The process of discussion at various fora and drafting of documentation for consideration was supported throughout by the Senior Lecturer's Office. In parallel with these developments, discussions took place on the introduction of a new Academically-based Resource Allocation Mechanism (ARAM).

From late Michaelmas Term and during Hilary Term, the Deans' Committee considered issues related to the governance of the emerging Schools and Vice-Dean groupings. The options for the role and composition of Faculties were also discussed and papers presented to Board and Council.

Governance guidelines developed with the Deans' Committee were considered by Board and Council at the beginning of Trinity Term and the final versions of the documents approved in May 2005 as general guidelines for good practice. The Senior Lecturer received submissions for local variations to the guidelines, and brought significant proposed departures to Board for consideration.

At the end of Trinity Term, an academic structure consisting of seventeen schools and three Vice-Deaneries grouped into five faculties was approved. The table *New Faculty/ School /Vice-Deanery structure 2005/06 (Appendix E)* shows this new structure and the disciplines/departments in each new School and Vice-Deanery at the time of publication of this report.

In late Trinity Term the Senior Lecturer also presented proposals to Council regarding the relationship between new Schools, Faculties and central decision making. This proposed the establishment of what became the Heads of School Committee, and specific committee structures for the Director of Teaching and Learning (Undergraduate), Director of Teaching and Learning (Postgraduate), and Director of Research positions within Schools / Vice-Deaneries. Proposals regarding representation on Council and on principal committees were also considered, and it was agreed that the Academic Affairs Committee would be replaced by the Heads of School Committee under the new structures.

Following agreement by Council and Board on general principles for undergraduate and postgraduate student representation on School and Faculty committees in late Trinity Term, the Senior Lecturer's Office prepared data on proposed numbers of student representatives for undergraduates courses and postgraduate disciplines in consultation with officers of the Students' Union and Graduate Students' Union. These data were considered by the newly formed Heads of School Committee in September 2005 and final data approved by Council in October 2005.

Broad Curriculum (www.tcd.ie/broad_curriculum)

A key objective of the College's Strategic Plan is the implementation of the Broad Curriculum policy, which sets out to promote nine attributes seen to be desirable in a Trinity College student and graduate: inquisitiveness, analytical ability, adaptability, breadth of reading, ethical responsibility, international outlook, articulacy, literacy, and numeracy. The promotion of these attributes underpins a series of initiatives which have become increasingly embedded within the College curriculum. Two of these initiatives, Cross-Faculty Courses and Postgraduate Teaching Studentships, received funding from Atlantic Philanthropies.

Cross-Faculty Courses

Eleven cross-faculty courses were available in 2004/05. The courses aim to promote breadth of learning at undergraduate level. Approximately 525 students had registered for a cross-faculty course by the beginning of October 2004 (600 in 2003). (*See Appendix F for details of Broad Curriculum Cross-Faculty Courses on offer in 2004/05*).

The policy of substitution and credit for Broad Curriculum cross-faculty courses was endorsed by Council in 2002. In 2004/05, 60% of undergraduate degree courses provided for full substitution of cross-faculty courses for elements of the curriculum (58% in 2003/04). A further 13% of undergraduate degree courses permitted students to gain extra marks towards their annual examinations upon successful completion of a Broad Curriculum course. The retention rate in 2004/05 was 84%, an increase of 4% from the previous year.

Small Group Teaching and Learning - Postgraduate Teaching Studentships

60 studentships were awarded annually across 38 departments over the three-year period 2001/02 to 2003/04. The studentships promote small group teaching and learning and offer practical experience and training in pedagogy to postgraduate students. All studentships were offered for a three-year period. As studentships are funded for a three-year period, the majority of those awarded in 2001/02 and 2002/03 have now finished. A number of departments found these activities to be so useful that they intend to continue to support activities from department resources.

Annual Progress Reports

Departments in receipt of five year contract lectureships to support a cross-faculty course and/or a postgraduate studentship provide an annual evaluation of the cross-faculty course and/or the small group teaching and learning scheme. In 2004/05 these evaluations, which will be considered by the Undergraduate Teaching and Learning Committee, again confirmed the success of the schemes - highlighting the real benefits experienced by both staff and students from the initiatives.

Language Modules

The Centre for Language and Communication Studies has offered language modules since 1993/94. The objectives of the modules are to develop students' second/foreign language skills and to enhance their qualifications and vocational prospects. In many cases where substitution of a Broad Curriculum cross-faculty course is permitted, students may alternatively substitute a language module as appropriate. Modules in French, German, Italian, Irish and Spanish were offered in 2004/05.

Advisory Group on the Broad Curriculum

The Advisory Group advises College on the implementation and continuation of the Broad Curriculum initiative in the light of expressed and future needs of the economic and social development of Irish society.

Mid-term Review

As part of the funding agreement with Atlantic Philanthropies, a mid-term review of the Broad Curriculum was conducted in Trinity Term 2005. A panel of external reviewers was invited to:

- comment on whether or not College has reached its general and specific objectives associated with the Broad Curriculum initiative
- comment on the success, effectiveness and quality of the Broad Curriculum initiative with special emphasis on the Cross-Faculty courses and the Postgraduate Teaching Studentships
- advise on improvements and future development of the Broad Curriculum policy in Trinity College.

A self-assessment report covering all aspects of the Broad Curriculum initiative was drafted by an internal working group, chaired by the Dean of Arts (Letters). The review visit took place on the 5th and 6th May 2005 and reviewers met with the Senior Lecturer, Broad Curriculum lecturers, postgraduate studentship holders, administrators, providers of student support services, employers and with groups of students benefiting from language courses, cross-faculty courses and small group teaching projects;. The reviewers' final report, which was very positive, has been forwarded to Atlantic Philanthropies and has been discussed by the Broad Curriculum Advisory Group.

The Bologna Process

College's participation in the Bologna Process is coordinated through the Bologna Desk in the Senior Lecturer's Office.

European Credit Transfer and Accumulation System (ECTS)

As agreed by Council in April 2004, a review of the use of the ECTS in undergraduate degree programmes was initiated in Michaelmas term 2004. Along with the introduction of other 'transparency tools' such as the Diploma Supplement, the implementation of the ECTS across the forty-five states participating in the Bologna Process is designed to remove obstacles to mobility within and between national education systems and improve mutual recognition of degrees and academic qualifications across the European Higher Education Area (EHEA).

The review was undertaken at Faculty level in close cooperation with departments/schools and course coordinators, and in consultation with the Bologna Desk. The main objectives were (a) to ensure that the approach to allocating ECTS credits is correct and consistent across College and in line with current EU guidelines; (b) to ensure that, from 2005/06, there is a full up-to-date set of course component/module data for each undergraduate degree course including the ECTS credit allocation and level. This information will be uploaded to the new Student Administration System (SAS) in preparation for the issue of the Diploma Supplement to graduates as quickly as possible following roll-out of the SAS in 2006/07.

That review has been substantially completed, except in the case of certain, mainly professional courses, such as medicine and dental science, which are engaged in ongoing work to develop a common European profile for professional training in the context of Erasmus thematic networks. Various difficulties in relation to the application of the ECTS were identified over the course of the review. These were enumerated in a progress report to Council in April 2005, and will be revisited over the course of the 2005/06 academic year.

Diploma Supplement (DS)

A DS pilot project involving a small number of taught postgraduate courses was initiated by the Dean of Graduate Studies in conjunction with the Bologna Desk, with the first phase planned for 2004-2006. General issue of the Diploma Supplement in College will be facilitated by the new Student Administration System and associated examination modules that will record course structure and examination results at the module level in a central database. This process is being advanced by the SAS User Support Unit in the Senior Lecturer's Area in conjunction with the Information Systems Services. Diploma Supplement issue is planned on a phased basis from 2007.

Academic Initiatives in Receipt of Seed Funding

The provision of additional resources by the HEA to support progression of the objectives contained in the Bologna Declaration has enabled the College to release seed funding for Bologna-related academic initiatives in departments and schools. For the 2004/05 academic year, the Deans' Committee approved grants totalling €215,000 to twenty-one different projects covering a variety of activities. These include establishing links with other institutions in Europe to support enhanced cooperation including opportunities for staff and student mobility or development of the European dimension in curricula; developing partnerships capable of sustaining joint degree courses; surveying professional and industrial needs for new types of continuous professional development at postgraduate level, and developing course proposals under the lifelong learning heading. In Trinity term, the Deans' Committee invited submissions for a second round of funding for academic initiatives, and a further €203,000 has been allocated to ten continuing and seven new projects across College for the 2005/06 academic year.

The Bologna Process, 2005/07

The principal forum for making decisions and setting priorities for the Bologna Process is the biennial ministerial conference, where the Ministers with responsibility for higher education in each of the signatory countries meet to assess progress and to set the priorities for the next two-year period. The last such conference took place in Bergen, Norway in May 2005, as a mid-term stock-taking exercise. Five new signatory states were admitted to the Process, bringing the total number to forty-five. The conference recommended that in the two-year period to 2007 efforts should be concentrated on (a) further consolidating progress in relation to the common degree cycles, quality assurance and instruments for the recognition of degrees and periods of study; (b) doctoral training and the synergy between HE and other research sectors; (c) expanding opportunities for mobility, including joint degrees; (d) widening access to higher education, with the aid of qualifications frameworks and procedures for recognition of prior learning. The next ministerial summit on the Bologna Process will take place in London in May 2007.

Centre for Academic Practice and Student Learning

The Centre for Academic Practice and Student Learning (CAPSL) was established in 2003. CAPSL combines three main elements; (a) academic development (b) enhancement of student learning; and (c) the promotion of e-learning through the Centre for Learning Technology. CAPSL works with the Student Counselling Service and the Careers Advisory Service regarding student learning activities.

Academic Development

In 2004-2005, academic development activities included:

- (i) A teaching development programme for newly appointed academic staff which extended over the academic year (32 participants)
- (ii) Developing a teaching portfolio with reflective practice (19 participants). This programme extended over the academic year
- (iii) Workshops and seminars in writing a teaching philosophy, assessment, teaching methods and evaluation of teaching
- (iv) Administration of the Centralised Student Feedback Facility (see below)
- (v) Information workshops on Teaching and Learning aspects of promotion
- (vi) Development programme for new Heads of Department development programme (20 participants)
- (vii) Administering the Provost's Teaching Awards Scheme (see below)
- (viii) Departmental workshops for Teaching Assistants

In 2005, it will be necessary to adjust academic development activities to reflect the changes in College's academic structure. It is envisaged that Directors of Teaching and Learning and Directors of Research will play a significant role in academic development.

Centralised Student Feedback Facility

CAPSL provides a centralised service to support the systematic evaluation of teaching through student surveys. This facility offers academic staff advice on the composition of survey instruments, manages survey administration under controlled (confidential) conditions and produces easily interpretable reports. The service assists academic staff in improving their teaching and relieves faculties, schools, departments and academic staff of the administrative burden involved in eliciting student feedback through questionnaires.

Student feedback questionnaires are part of the continuing process of improving and evaluating quality of the programmes of the University. Feedback relating to individual academic staff members is increasingly being used in the development of academic teaching portfolios.

The specific objectives of the facility in 2004-5 were to increase the participation rate, enhance quality and effectiveness, and to provide greater flexibility to academic staff in using the facility.

These objectives were achieved. During the year, there was a 32% increase in the number of Departments using the facility, an increase of 89% in the number of modules surveyed and an increase of 153% in the actual number of surveys completed by students. One of the primary reasons for the increase was increased flexibility which enabled customising of surveys to suit the needs of clients.

The Provost's Teaching Awards Scheme

Recipients of the 2005 Provost's Teaching Awards were announced on Wednesday 11th May 2005. The following staff were recipients of the Provost's Teaching award in 2005:

- Dr. Ciaran Brady, Department of Modern History
- Ms. Helen Coughlan, Department of Social Studies
- Dr. Neville Cox, School of Law
- Ms. Fiona Timmins, School of Nursing and Midwifery

Recipients were all recognised for their dedication and commitment to teaching and learning excellence. In addition Ms. Ellen Rowley, Department of History of Art was presented with an Early Career Award for excellence in teaching.

The Awards are College's principal means of celebrating those academic staff who have made an outstanding contribution in the pursuit of teaching excellence in College and who promote teaching as a scholarly activity.

Learning Innovation Projects

In the academic year 2003/04 the *Teaching Development Grant Scheme*, which received funding under the HEA Strategic Initiatives Scheme, was combined with a grant scheme offered by the Centre for Learning Technology to form the *Learning Innovation Projects*. Funding is available for the design, development, deployment and evaluation of a learning innovation in one or more of the following areas: Curriculum Design, E-Learning, Learning with Information Communications Technology, Assessment Methods, and Teaching and Learning Methodology. The chosen projects seek to enhance student learning within existing or new College courses, involving undergraduate or postgraduate students.

In 2004/05, total funding of €65,539 was available for departmental initiatives and individual projects. A sub committee consisting of representatives of the Academic Practice and Quality Committee and the Learning Development Committee awarded a total of €51,000 to eight departmental initiatives and €14,539 to six individual initiatives. The departmental and individual initiatives which received funding are listed in Appendix G on page G1.

Centre for Learning Technology

The Centre for Learning Technology which is now integrated with CAPSL is responsible for initiating, supporting, encouraging and assisting the implementation of ICT based learning innovations within College by providing 'active learning' support for undergraduate and postgraduate students. The Centre supports a comprehensive portfolio of services to empower members of the academic staff in their planning, development, provisioning and deployment of e-Learning within College.

Three areas of activity for the Centre are: (i) supporting College e-Learning Projects (from planning and design through to implementation and deployment); (ii) providing advisory services for staff in e-Learning pedagogy, technology and strategy; and (iii) delivering a comprehensive programme of seminars, workshops, and courses in e-Learning pedagogy and technical skills to individual academic staff members, as well as customized programmes for Faculties, Schools and Disciplines.

In 2004/05, the Centre was responsible for the e-Learning activity of over 9,000 full-time students (approximately 62% of the student population). This year forty four academic departments were involved with one or more e-Learning based course elements, and over four hundred academics were using one or more forms of e-Learning pedagogy and technology. Currently, there are approximately 400 e-Learning course elements offered as part of College's degree programmes (typically using a blended approach of e-Learning activities and resources, and face-to-face tutorials/lectures or seminars).

The Centre has also been proactive in assisting the e-Learning sector within Ireland as well as contributing in the European e-Learning Sector. The Centre hosted its fifth highly successful Conference of e-Learning (19th May 2005) which attracted over one hundred delegates from Trinity College as well as delegates from the other Irish Universities (UCD, UL, UCC, DCU, NUI Maynooth, NUI Galway), Institutes of Technology, and various members from the eLearning industry. The Centre also established new and strengthened existing links with other Higher Education institutions.

The Director of the Centre supported Universities Ireland's investigation of eLearning in the South and North of Ireland. In particular, the Centre was a major contributor and editor for the

Universities Ireland report entitled 'eLearning in the Higher Education Sector: Context, Benefits and Challenges, for the Universities in Ireland'. The Centre is leader of the HEA sponsored 'National Digital Learning Repository' which is the largest eLearning initiative funded by the HEA under Strategic Initiatives (approximately €210,000 per annum between seven universities).

The staff of the Centre for Learning Technology have also been invited to participate as reviewers for the largest and most significant international professional associations' conferences in the area of eLearning e.g. Association for the Advancement of Computers in Education (AACE), the Institute of Electronic and Electrical Engineers (IEEE) and the Association for Computing Machines (ACM).

Student Administration System

The procurement and implementation of a new Student Administration System (SAS) has been undertaken by the Senior Lecturer's Area in partnership with Information Systems Services. The SAS project team consists of staff from both areas. The Senior Lecturer's Area staff on the project team form the SAS User Support Unit, which was established in the Senior Lecturer's Area in early 2004.

The project was split into two main parts, the first being the procurement and implementation of a new timetabling, room booking and examination system, and the second being that for the full Student Administration System. The timetabling, room booking and examination system, Facility CMIS was successfully implemented during 2004/05.

The procurement stage for the full Student Administration system was completed early in Michaelmas Term 2004 and implementation work has been ongoing since then. Roll-out of the main modules of the chosen system, QuercusPlus, will commence in Michaelmas Term 2006.

VIII. QUALITY ISSUES

Academic Department Reviews

The first five-year cycle of academic departmental reviews concluded in December 2004 with the review of the Department of Civil, Structural and Environmental Engineering. The Provost's report to Council on the review was approved by Council on the 1st June 2005. This review was conducted under the revised guidelines for Departmental Reviews, one of the recommendations of which included the appointment of an internal member of staff to the Review Team. The internal member was a member of a cognate department outside the Faculty. Both External Reviewers reported that it was useful to have an internal member of College staff on the Review Team and recommended that the procedure be continued. In 2004, the University Council approved a seven-year second cycle of reviews to commence in 2005/06. However, with the implementation of the new College structures, the procedures for Academic Review will need to be revised during 2005/06. It is envisaged that the new cycle of reviews will not commence until 2006/07.

Service Department Reviews

A review of three of the College's service departments took place during the 2004/2005 academic year. The Services reviewed were the Student Counselling Service, the Careers Advisory Service and the Student Disability Service. The reviews took place on the following dates :

Careers Advisory Service – 18th & 19th May 2005

Student Disability Service – 23rd & 24th May 2005

Student Counselling Service – 2nd & 3rd June 2005

The Review Teams consisted of two external reviewers and an internal member of the review team, selected from senior College staff. In the case of Student Counselling, three external reviewers were chosen to allow for the diversity of services offered by Student Counselling. As non-academic departments, the reviews of these service areas were conducted in conjunction with the Secretary's Office, with administrative support and co-ordination provided by the Quality Office.

Broad Curriculum Review

The Quality Office was also involved in supporting a review of the College's Broad Curriculum Programme, which took place on the 5th and 6th of May 2005. For further information see section on Broad Curriculum activities on page 18.

Sectoral Initiatives

During 2004/05 the College was involved in a number of cross-sectoral projects, which are funded as part of the HEA Quality Assurance Programme and co-ordinated by the Irish Universities Quality Board (IUQB). One of the outcomes of these projects is the production of booklets of best practice, published by IUQB. The first in the series entitled National Guidelines of Good Practice in the Organisation of Phd Programmes in Irish Universities is available on the IUQB website.

Trinity participated in the Strategic Planning in Academic Departments sectoral project beginning in September 2004. This focused on methodology in strategic planning with the objective of producing a booklet of best practice. The Schools of English and Nursing and Midwifery participated and produced strategic plans which were the subject of close scrutiny. The Dean of Engineering and Systems Sciences acted as project leader.

Higher Education Authority Review of Quality Assurance in Irish Universities

The Higher Education Authority (HEA) and the Irish Universities Quality Board (IUQB) jointly commissioned the European University Association (EUA) to carry out a review of the quality assurance procedures in the university sector. College completed a self-evaluation report following EUA guidelines, and hosted two site visits by the EUA review team, one in June/July 2004 and the main visit in October 2004.

In 2004/05 eight reports were produced by the EUA review teams, seven individual university reports and one sectoral report. Trinity College received its institutional report from the EUA review team in February 2005. The TCD report was generally very positive and College issued a formal response to the recommendations in March 2005. On the 25th April 2005 the seven individual university reports along with the EUA sectoral report and the report from the EUA High Level Reference Panel, were launched by the Minister for Education and Science. A concluding seminar was held on the 6th September 2005, at which representatives from the seven universities, from the EUA review teams and from the HEA and the IUQB discussed the implementation of the EUA's recommendations. A progress report on the implementation of TCD's institutional recommendations and the implementation of the sectoral report was submitted to the IUQB on the 29th September 2005.

APPENDICES

APPENDIX A – APPLICATIONS AND ADMISSIONS 2005

1. APPLICATIONS

In reviewing 2005 admissions data, Council is invited to note the following points:

- A total of 56,593 applicants applied to Irish higher education institutions through the CAO, representing a decrease of 0.8% on the 2004 application figures.
- Trinity continued to attract a substantial proportion (12%) of first preference applications in the CAO system.
- The number of first preference applications to Trinity College was 6,744 representing an increase of 0.65% on the 2004 figures (6,700 in 2004). The College's overall ratio of first preference applications to quota was to 2.9:1 (2.8:1 in 2004).
- The term 'eligible applications' refers to applications that satisfy the matriculation requirements of the university, and, where appropriate, course requirements. There is a significant difference in the ratio of eligible applications to quota and the ratio of all applications to quota. The data shown in Tables A3 – A6 provide this information. The overall ratio of eligible first preference applications to quota is 2:1.
- Interest in information technology courses continued to decline in 2005.
- Courses in Natural Science, Business, Economic and Social Studies, and Engineering, all with a quota in excess of 170, have maintained a strong sectoral position.
- The percentage of Entrance Exhibitioners (students achieving 545 points or higher in the Leaving Certificate or equivalent examination) in the Junior Freshman class decreased to 23% in 2005 (25% in 2004) reflecting the change in the A-level scoring policy introduced in 2005.
- The number of applications (798) for admission under the Mature Student Dispensation Scheme increased by 16% (669 in 2004), and the number of registered students 148 within this category increased by 20% (118 in 2004).
- Tables A8 and A9 show the percentage trend of acceptances to Round 1 offers from 2001 to 2005. The percentages range from 100% to 25% and can show substantial variance from year to year.

Figure A1: Total number of CAO applications to full-time undergraduate degree courses in TCD (all preferences and first preferences) 2005, 2004, 2003

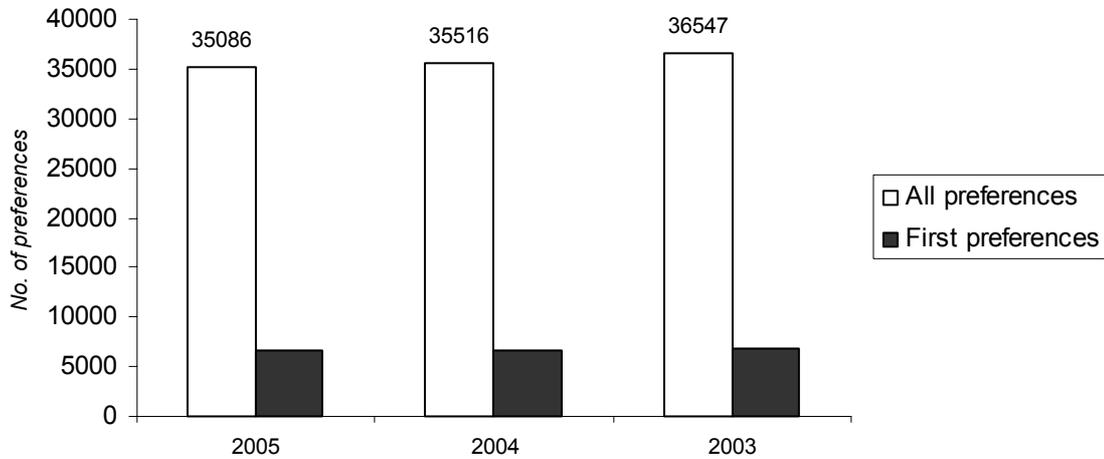
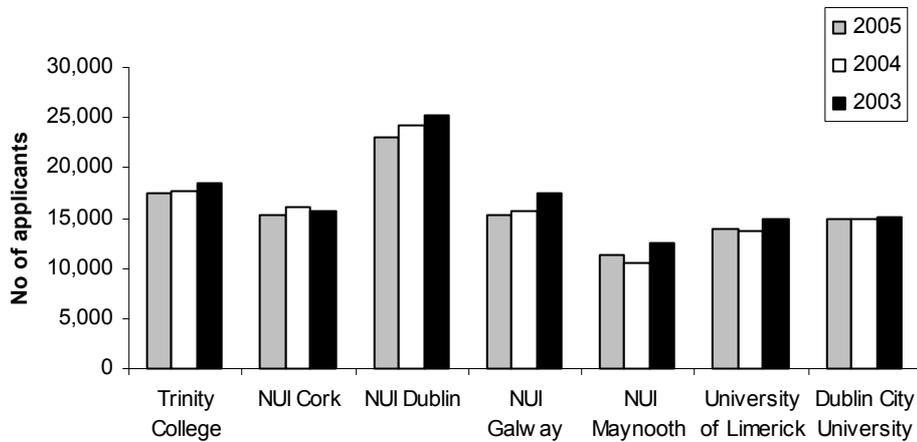


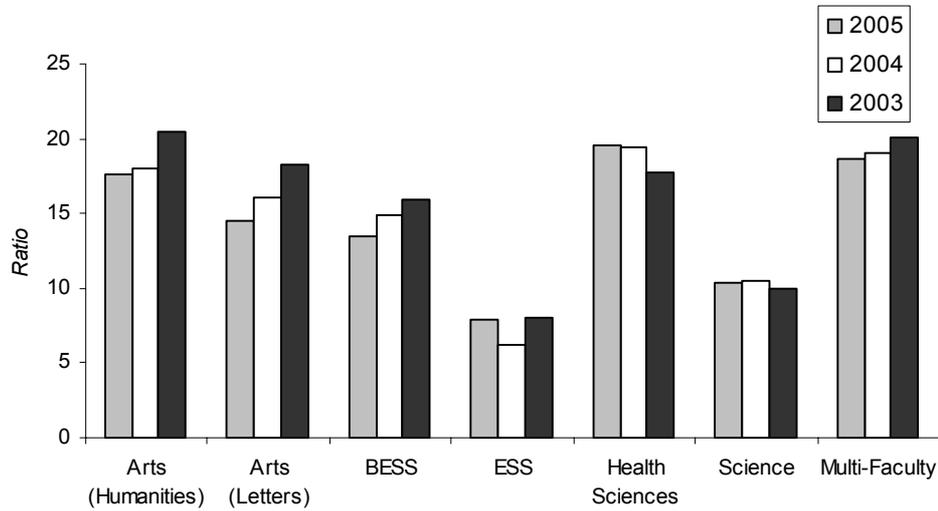
Figure A2: Total number of CAO applicants to all universities 2005, 2004, 2003



In 2005 the total number of CAO applicants to Trinity College was 17,455 compared to 17,738 in 2004; 18,552 in 2003; 16,142 in 2002. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 17,455 refers to the number of applicants who indicated a preference for one or more courses in Trinity College.

The total number of applications to courses (all preferences) in Trinity College was 35,086 in 2005 compared to 35,516 in 2004 and 36,547 in 2003. In 2005, the ratio of applications (all preferences) to quotas ranged from 54.5:1 in TSM Psychology to 2.5:1 in Computer Science, Linguistics and German. The overall College ratio was 14.9:1 (14.7:1 in 2004).

Figure A3: Ratio of CAO applications (all preferences) to quota 2005, 2004, 2003



Further detail is given on Tables A3 and A4 on pages A9-A11.

The ratio of first preference applications to quota, a more revealing indication of demand for College places, is shown in Figure 1, page 2 in the main text and Tables A5 and A6 on pages A12-A14.

2. ADMISSIONS

The Admissions Office processes all applications to undergraduate courses in the university. These are categorised as (a) CAO applications; (b) direct entry applications; (c) applications from visiting students; and (d) non-EU direct entry applications to full-time degree programmes.

a) CAO Applications

Tables A5 and A6 on pages A12-A14 portray the relationships between course quotas, first preference applications and numbers registering for CAO courses. In comparing the numbers of students 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.

b) Direct Entry Applications

Table A1(a) on page A5 details the number of EU and non-EU direct applications to the Admissions Office, together with the ratio of applications to quota and number of registered students for direct entry courses. SOCRATES students are included in this category.

c) Applications from Visiting Students

The Admissions Office processed 180 applications from one-year and one-term visiting students (see Table A1(a), page A5) in 2005. These applications are from EU and non-EU students.

d) Non-EU Direct Entry Applications

The Admissions Office processed 227 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science.

In addition, 575 non-EU direct applications were processed from students seeking admission to Medicine (532 in 2004) and 86 from students seeking admission to Dental Science (50 in 2004).

The quota of places in medicine available for non-EU students in 2005 was reduced from 50 to 30 to facilitate the introduction of a five-year degree programme in 2005. Eight places are available for non-EU students in the Junior Freshman year of the Dental Science programme. These non-EU places are in addition to the EU quota for these courses.

Table A1 (a): Total number of applications - direct entry courses 2005, 2004, 2003

Direct Applications	2005				2004				2003			
	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 Systems	33	80	0.4	24	46	80	0.6	33	51	80	0.6	35
B.Sc. Information Systems	24			24	49			33	11			2
B.Sc. Business and Information Technology	24	50	0.5	18	29	50	0.6	19	61	50	1.2	37
B.Sc. Computer Science (evening)	95	64	1.5	10	88	64	1.4	15	30	64	0.5	24
SOCRATES One Year Students	206			192	201			197	220			197
SOCRATES One Term Students	86			66	78			74	124			63
Diploma in European Painting	27	24	1.1	26	37	24	1.5	24	58	24	2.4	24
Pharmaceutical Technicians Course Year 1	Course discontinued in 2004				71	50	1.4	31	67	50	1.3	33
Certificate Course in Dental Nursing	1107	20	55.4	16	1310	20	65.5	14	985	20	49.3	18
Diploma in Dental Technology	457	6	76.2	5	494	6	82.3	5	351	6	58.5	1
Diploma in Dental Hygiene (CAO in 2004)	845	8	105.6	7	961	8	120.1	10	775	8	96.9	6
Bachelor in Acting Studies (formerly Theatre Studies)	186	12	15.5	11	216	12	18.0	10	194	12	16.2	10
Certificate in Maximising Performance and Monitoring of Training in Sport	Course suspended in 2005				Course suspended 2004				Course suspended 2003			
Diploma in Addiction Studies	22	24	0.9	22	41	24	1.7	23	40	24	1.7	23
Diploma in Counselling [^]	Course discontinued in 2005				Next Intake October 2005				50	28	1.8	28
Diploma in Theology	6	8	0.8	6	8	8	1.0	8	8	8	1.0	8
Diploma in Sign Language/English Interpreting	14	15	0.9	10	15	15	1.0	6	12	15	0.8	12
Diploma in Irish Sign Language Teaching	6	15	0.4	4	8	15	0.5	6	8	15	0.5	7
Diploma in Deaf Studies	17	15	1.1	6	26	15	1.7	14	23	15	1.5	15
TAP - Foundation course for Higher Education - Mature Students	97	25	3.9	22	101	25	4.0	25	94	25	3.8	24
TAP - Foundation course for Higher Education - Young Adults	192	25	7.7	25	130	25	5.2	26	157	25	6.3	23
Bachelor in Nursing Studies October intake	192	100	1.9	97	408	100	4.1	87	349	100	3.5	105
Bachelor in Nursing Studies February (2005) intake	No February intake effective 2005				244	200	1.2		170	200	0.9	194
Bachelor in Midwifery Studies	18	25	0.7	3	21	12	1.8	12	20	12	1.7	10
Access to Degree (Nursing)	36	100	0.4	21	54	100	0.5	34	60	100	0.6	39
Access to medicine / dentistry through science (non-EU)	10	10	1	10	10			10	10		1.0	10
Non-EU: Medicine	575	30	19.2	30	532	50	10.6	50	467	60	7.8	53
Dental Science	86	8	10.75	8	50	8	6.3	9	48	8	6.0	4
Other full degree	227			63	295			47	386			59
One Year Visiting Students	149			116	189			159	234			161
One Term Students	31			27	15			11	47			30
Total	4768			869	5727			992	5110			1255
[^] Students are admitted to this course on a biennial basis.												
* Registrations as at 2.11.2005												

Table A1(b): Number of students admitted under the Mature Student Dispensation Scheme by faculty, 2005 – 1998

	2005	2004	2003	2002	2001	2000	1999	1998
Number of applicants	798	669	783	696	536	560	663	765
Number of applicants offered places	179	155	132	132	101	120	131	131
<i>Number of students registered by Faculty:</i>								
Arts (Humanities) & Arts (Letters)	32	30	29	45	16	22	23	44
Business, Economics & Social Studies	30	22	24	23	26	28	31	32
Engineering & Systems Sciences	6	1	4	2	4	6	2	10
Health Sciences	34	19	11	12	10	7	9	11
Science	9	18	10	14	9	12	17	7
Multi-faculty	37	28	23	9	17	18	24	7
Total students registered	148	118	101	105	82	93	106	111

<i>Nursing -Number of mature student applications, offers and students registered</i>				
	2005	2004	2003	2002
Number of Nursing applicants	1102	1141	1111	2162
Number of Nursing applicants offered a place	101	97	84	198
Number students registered in Nursing	72	59	45	52

There are several courses for which quotas were not met for reasons other than the indeterminacy of the CAO process (i.e. low number of applications) and which may cause some concern. The courses in Table A2(a) below did not meet their quota because there were insufficient eligible applications.

Table A2(a): Courses not meeting quota in 2005

Course	Quota	First preferences	Cut-off points level	Number registered 2005/06
Applications made via CAO				
Classics*	15	6	430	1
Early and Modern Irish	15	6	315	12
Germanic Studies	8	4	405	2
Computer Science and a Language	25	10	440	6
Computer Science**	65	79	365	35
Maths	30	47	410	27
Manufacturing Engineering with Management Science	20	9	355	15
Chemistry with Molecular Modeling	5	1	410	1
Physics and Chemistry with Advanced Materials	20	8	350	13
Intellectual Disability Nursing	40	51	300	32
TSM***:				
Early Irish	10	1	0	2 (matures)
Greek	10	9	445	3
Jewish Studies	10	3	No offers	0
Latin	10	13	395	3
Russian	36	23	335	16
TOTALS		270		168

* It should be noted that in addition to offering the single honor programme in Classics, the School of Classics offers four subjects within the Two-Subject Moderatorship programme (i.e. Ancient History & Archaeology, Classical Civilisation, Greek and Latin).

** The Information and Communications Technology Course merged with Computer Science in 2005. The quota of 80 for Information and Communications Technology is not included.

*** *Two-subject Moderatorship*

Each year, despite the high number of eligible applications, certain subjects within TSM do not meet their quota. The filling of quotas within TSM is determined by the level of demand for individual combinations, and in particular the spread of that demand across the more popular subjects.

Table A2(b): Courses not meeting quota in 2004

Course	Quota	First preferences	Cut-off points level	Number registered 2004/05
<i>Applications made via CAO</i>				
Classics*	15	13	470	4
Computer Science	65	58	350	29
Information & Communications Technology	80	9	400	4
Mental Handicap Nursing	40	60	300	29
Computational Chemistry/Physics	15	4	405	5
Computer Science, Linguistics & a Language	25	7	435	4
TSM**:				
Biblical & Theological Studies	24	37	335	13
Early Irish	10	1	430	1
German	32	26	405	15
Jewish Studies	10	1	No offers	0
Latin	10	11	400	5
Modern Irish	30	29	315	20
Russian	36	29	315	9
TOTALS	392	285		138

* It should be noted that in addition to offering the single honor programme in Classics, the School of Classics offers four subjects within the Two-Subject Moderatorship programme (i.e. Ancient History & Archaeology, Classical Civilisation, Greek and Latin).

**** Two-subject Moderatorship**

Each year, despite the high number of eligible applications, certain subjects within TSM do not meet their quota. The filling of quotas within TSM is determined by the level of demand for individual combinations, and in particular the spread of that demand across the more popular subjects.

Table A3: Ratio of total and eligible CAO applications to quota for 2005, 2004, 2003

Course	2005				2004				2003			
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota
Faculty of Arts (Humanities)												
Biblical & Theological Studies	192	21	9.1	5.8	174	21	8.3	5.1	181	21	8.6	4.7
History	588	38	15.5	11.2	589	38	15.5	11.0	633	38	16.7	11.8
Law (transferred 2 places to TR18 & 19 in 2005)	1086	77	14.1	10.7	1294	79	16.4	13.0	1394	79	17.6	13.5
Mental and Moral Science	351	17	20.6	14.8	280	17	16.5	10.6	382	17	22.5	15.2
Music	235	15	15.7	4.9	174	15	11.6	3.9	206	10	20.6	6.9
Music Education	121	10	12.1	2.5	99	10	9.9	2.4	117	10	11.7	3.6
Psychology	1100	31	35.5	25.1	1180	31	38.1	28.0	1320	31	42.6	28.9
Total	3673	209	17.6	12.0	3790	211	18.0	12.7	4233	206	20.5	13.9
Faculty of Arts (Letters)												
Classics	97	15	6.5	1.0	147	15	9.8	1.2	157	15	10.5	1.1
Drama & Theatre Studies	216	12	18.0	4.6	292	12	24.3	6.3	308	12	25.7	6.4
Early & Modern Irish	154	15	10.3	8.2	191	15	12.7	9.2	203	15	13.5	9.5
English Studies	666	34	19.6	14.4	653	34	19.2	14.2	775	34	22.8	16.6
Germanic Languages	81	8	10.1	6.5	73	8	9.1	5.1	94	8	11.8	7.0
Total	1214	84	14.5	8.8	1356	84	16.1	9.0	1537	84	18.3	10.2
Faculty of Business, Economic & Social Studies												
Business, Economic & Social Studies	2025	216	9.4	7.5	2318	216	10.7	8.8	2301	216	10.7	8.7
Social Studies (quota increase of 6 in 2005)	1236	36	34.3	17.4	1118	30	37.3	19.4	1315	30	43.8	22.3
Sociology & Social Policy (quota increase of 8 in 2005)	507	28	18.1	12.9	520	20	26.0	18.6	601	20	30.1	19.4
Total	3768	280	13.5	9.3	3956	266	14.9	10.7	4217	266	15.9	11.0
Faculty of Engineering & Systems Sciences												
Computer Science	540	65	8.3	2.7	475	65	7.3	2.5	629	65	9.7	3.3
Engineering	1348	175	7.7	5.2	1289	175	7.4	5.2	1510	175	8.6	5.7
Information & Communications Technology*	-	-	-	-	157	80	2.0	0.4	415	80	5.2	0.7
Management Science and Information Systems Studies	178	24	7.4	5.3	163	24	6.8	4.8	183	24	7.6	4.6
Manufacturing Engineering with Management Science	170	20	8.5	5.0	180	20	9.0	5.5	161	20	8.1	4.2
Total	2236	284	7.9	4.6	2264	364	6.2	3.6	2898	364	8.0	4.0
* The Information and Communications Technology course merged with Computer Science in 2005. The quota of 80 for Information and Communications Technology is not included.												

Table A3: Ratio of total and eligible CAO applications to quota for 2005, 2004, 2003

Course	2005				2004				2003			
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota
<i>(/...contd)</i>												
Faculty of Health Sciences												
Clinical Speech & Language Studies (quota increase of 6 in 2005)	541	35	15.5	12.7	526	29	18.1	14.4	495	29	17.1	12.9
Dental Science	504	32	15.8	11.6	518	32	16.2	11.9	500	32	15.6	10.8
Medicine (quota decrease of 10 in 04 and 05)^	1674	50	33.5	23.3	1702	50	34.0	24.1	1353	60	22.6	15.3
Occupational Therapy	621	40	15.5	12.2	618	40	15.5	12.0	671	40	16.8	12.1
Physiotherapy	1190	40	29.8	19.2	1202	40	30.1	19.4	1181	40	29.5	16.4
Radiation Therapy	450	25	18.0	15.0	441	25	17.6	13.9	457	25	18.3	15.2
General Nursing^^	2791	159	17.6	8.1	2659	159	16.7	7.5	2544	159	16.0	6.8
Intellectual Disability (formerly Mental Handicap)^^	623	40	15.6	6.0	573	40	14.3	7.6	514	43	12.0	4.7
Psychiatric Nursing^^	790	51	15.5	6.7	823	51	16.1	4.0	687	45	15.3	6.2
Total	9184	472	19.5	11.6	9062	466	19.4	11.4	8402	473	17.8	10.0
Faculty of Science												
Human Genetics	384	10	38.4	25.1	420	10	42.0	27.5	385	10	38.5	21.0
Mathematics	410	30	13.7	10.3	395	30	13.2	9.9	401	30	13.4	9.0
Pharmacy	1109	70	15.8	12.7	1073	70	15.3	12.7	854	70	12.2	9.5
Science^^^	2450	300	8.2	6.2	2489	290	8.6	6.6	2368	275	8.6	5.9
Theoretical Physics	228	35	6.5	4.7	252	35	7.2	5.0	254	35	7.3	4.8
Chemistry with Molecular Modelling^^^	40	5	8.0	6.2	47	15	3.1	2.6	49	15	3.3	2.2
Medicinal Chemistry	404	25	16.2	-	405	25	16.2	13.4	368	25	14.7	12.3
Physics and Chemistry of Advanced Materials	133	20	6.7	17.2	114	20	5.7	4.1	118	20	5.9	4.4
Total	5158	495	10.4	7.8	5195	495	10.5	8.1	4797	480	10.0	7.0
Multi-Faculty												
Business Studies & French	434	15	28.9	18.5	417	15	27.8	17.6	414	15	27.6	16.3
Business Studies & German	201	20	10.1	6.1	228	20	11.4	6.7	334	20	16.7	9.9
Business Studies & Russian	68	7	9.7	4.0	80	7	11.4	5.6	136	7	19.4	11.7
Computer Science, Linguistics & French	53	10	5.3	2.6	52	10	5.2	2.0	61	10	6.1	1.9
Computer Science, Linguistics & German	25	10	2.5	1.1	18	10	1.8	0.6	40	10	4.0	0.9
Computer Science, Linguistics & Irish	13	5	2.6	1.0	12	5	2.4	1.0	11	5	2.2	-
European Studies	426	33	12.9	8.9	428	33	13.0	8.7	410	33	12.4	7.9
History & Political Science	433	14	30.9	24.1	493	14	35.2	27.0	455	14	32.5	24.5
Law & French (increase by 2 students in 2005)	209	12	17.4	13.3	181	10	18.1	13.5	212	10	21.2	15.7
	114	12	9.5	7.9	110	10	11.0	7.5	120	10	12.0	9.3
Philosophy & Political Science	263	10	26.3	19.7	277	10	27.7	20.4	284	10	28.4	20.0
Two Subject Moderatorship	7614	378	20.1	14.6	7597	378	20.1	14.7	7986	376	21.2	14.6
Total	9853	526	18.7	13.5	9893	522	19.0	13.6	10463	520	20.1	13.7
GRAND TOTAL	35086	2350	14.9	10.0	35516	2408	14.7	8.9	36547	2393	15.3	9.7
^Quota adjusted to 50 in 2004 and 2005 to facilitate transition from a six- to a five-year programme in 2005.												
^^ The overall quota for nursing in 2003 was increased from 233 to 247, and to 250 in 2004, to compensate for underfill in 2002 and 2003												
^^^The quota for science was increased by 15 in 2004 to allow for additional places in biochemistry & immunology (5) and neuroscience (10) and by 10 in 2005 to compensate for reduction in quota for Chemistry with M												
^^^^The course title changed in 2005 from Computational Chemistry/Physics to Chemistry with Molecular Modelling and the quota was reduced from 15 to 5												

Table A4: Ratio of total and eligible CAO applications to quota for Two-subject Moderatorship courses 2005, 2004, 2003

Two Subject Moderatorship Course	2005				2004				2003			
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Ratio of Eligible Applications to quota
Ancient History & Archaeology	616	23	26.8	18.4	520	23	22.6	15.8	615	23	26.7	17.4
Biblical & Theological Studies	362	24	15.1	10.4	313	24	13.0	8.3	307	24	12.8	7.8
Classical Civilisation	631	29	21.8	17.0	613	29	21.1	15.4	532	29	18.3	13.3
Drama Studies	414	20	20.7	8.9	556	20	27.8	13.7	420	20	21.0	5.8
Early Irish	18	-	-	-	17	-	-	-	17	-	-	-
Economics	806	43	18.7	15.2	815	43	19.0	16.2	808	43	18.8	15.1
English Literature	1930	81	23.8	17.8	2013	81	24.9	18.7	2324	81	28.7	21.1
Film Studies	655	20	32.8	20.5	1249	20	62.5	45.7	1063	20	53.2	32.5
French	1213	84	14.4	10.5	716	84	8.5	5.5	1260	84	15.0	10.5
Geography	603	35	17.2	13.1	554	35	15.8	12.5	665	35	19.0	14.7
German	345	32	10.8	8.2	372	32	11.6	8.3	335	32	10.5	7.1
Greek	70	-	-	-	59	-	-	-	45	-	-	-
History	1173	40	29.3	22.8	1191	40	29.8	22.7	1241	40	31.0	22.9
History of Art and Architecture	807	28	28.8	21.1	779	28	27.8	21.5	725	28	25.9	18.3
Italian	447	30	14.9	11.1	385	30	12.8	9.4	478	30	15.9	10.4
Jewish Studies	25	10	2.5	0.8	23	10	2.3	0.8	44	10	4.4	2.2
Latin	79	10	7.9	4.4	92	10	9.2	5.9	64	10	6.4	3.9
Mathematics	317	15	21.1	13.6	340	15	22.7	16.5	259	10	25.9	16.3
Modern Irish	381	30	12.7	10.1	385	30	12.8	10.2	378	30	12.6	9.8
Music	227	8	28.4	12.6	181	8	22.6	9.9	223	8	27.9	12.0
Philosophy	1028	43	23.9	18.6	941	43	21.9	16.4	1074	43	25.0	18.8
Psychology	927	17	54.5	40.4	1068	17	62.8	47.7	1064	17	62.6	44.4
Russian	189	36	5.3	3.3	161	36	4.5	2.8	180	36	5.0	3.3
Sociology	1309	59	22.2	16.7	1301	59	22.1	17.3	1313	59	22.3	16.5
Spanish	656	39	16.8	12.3	550	39	14.1	9.9	538	39	13.8	9.2
Total	15228	756	20.1	14.6	15194	756	20.1	14.7	15972	751	21.3	14.8

Table A5: CAO first preference applications - quotas, points, number registered 2005, 2004, 2003

Course	2005								2004								2003							
	Quota	Number of 1st preference applications	Ratio of 1st pref applens to quota	Minimum points	Ratio of 1st pref applens to no. regd	Number registered at 2.11.2005	Ratio of Eligible 1st pref applens to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applens to quota	Minimum points	Ratio of 1st pref applens to no. regd	Number registered at 29.10.2004	Ratio of Eligible 1st pref applens to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applens to quota	Minimum points	Ratio of 1st pref applens to no. regd	Number registered at 24.10.2003	Ratio of Eligible 1st pref applens to quota			
Faculty of Arts (Humanities)																								
Biblical & Theological Studies	21	25	1.2	335	1.2	21	0.8	21	21	1.0	310	1.1	20	0.1	21	15	0.7	310	0.9	17	0.3			
History	38	93	2.4	460	2.6	36	1.6	38	88	2.3	480*	2.4	37	1.2	38	95	2.5	460*	2.5	38	1.7			
Law^^	77	431	5.6	530*	5.7	76	4.4	79	518	6.6	555*	6.8	76	5.4	79	561	7.1	540*	7.3	77	5.7			
Mental and Moral Science	17	38	2.2	460*	2.5	15	1.7	17	24	1.4	415	1.4	17	0.8	17	27	1.6	470	1.4	19	0.9			
Music (increase in quota by 5 in 2004)	15	35	2.3	475*	2.5	14	1.2	15	34	2.3	370**	2.1	16	0.8	10	39	3.9	430	3.9	10	2.0			
Music Education	10	30	3.0	450**	3.0	10	1.7	10	19	1.9	415**	2.1	9	0.9	10	23	2.3	375	2.1	11	1.2			
Psychology	31	275	8.9	545	7.9	35	6.5	31	314	10.1	550*	9.5	33	7.4	31	335	10.8	525*	11.2	30	7.5			
Faculty Total	209	927	4.4		4.5	207	3.3	211	1018	4.8		4.9	208	3.5	206	1095	5.3		5.4	202	3.9			
Faculty of Arts (Letters)																								
Classics	15	6	0.4	430	6.0	1	0.2	15	13	0.9	470	3.3	4	0.4	15	15	1.0	390	3.0	5	0.4			
Drama & Theatre Studies	12	92	7.7	510**	7.7	12	3.3	12	117	9.8	540**	7.8	15	3.7	12	130	10.8	510	7.6	17	4.1			
Early & Modern Irish	15	6	0.4	315	0.5	12	0.3	15	12	0.8	330	0.9	14	0.5	15	16	1.1	310	0.9	17	0.5			
English Studies^^^	34	147	4.3	500*	5.7	26	3.3	34	135	4.0	515*	4.0	34	2.9	34	159	4.7	505	5.0	32	3.3			
Germanic Languages	8	4	0.5	405	2.0	2	0.1	8	7	0.9	345	1.0	7	0.4	8	6	0.8	345	0.8	8	0.5			
Faculty Total	84	255	3.0		4.8	53	1.9	84	284	3.4		3.8	74	1.9	84	326	3.9		4.1	79	2.1			
Faculty of Business, Economic & Social Studies																								
Business, Economic & Social Studies	216	521	2.4	470*	2.4	213	1.9	216	559	2.6	480*	2.6	215	2.0	216	561	2.6	470	2.8	198	2.0			
Social Studies^^^^	36	303	8.4	480	8.2	37	4.2	30	219	7.3	480	7.6	29	3.7	30	268	8.9	480	8.9	30	4.3			
Sociology & Social Policy^^^^	28	39	1.4	455	1.3	30	0.8	20	35	1.8	465	1.8	19	1.1	20	53	2.7	465	2.0	26	1.8			
Faculty Total	280	863	3.1		3.1	280	2.1	266	813	3.1		3.1	263	2.2	266	882	3.3		3.5	254	2.3			
Faculty of Engineering & Systems Sciences																								
Computer Science	65	79	1.2	365	2.3	35	0.5	65	58	0.9	350	2.0	29	0.4	65	80	1.2	340	2.2	37	0.6			
Engineering	175	234	1.3	445*	1.3	185	1.0	175	262	1.5	445	1.5	173	1.0	175	297	1.7	445	1.7	178	1.2			
Information & Communications Technology^	-	-	-	-	-	-	-	80	9	0.1	400	2.3	4	0.0	80	56	0.7	350	5.6	10	0.0			
Management Science and Information Systems Studies	24	34	1.4	455*	1.4	24	1.1	24	32	1.3	475	1.2	26	1.0	24	40	1.7	465	1.8	22	1.3			
Manufacturing Engineering with Management Science	20	9	0.5	355	0.6	15	0.4	20	13	0.7	365	0.7	18	0.5	20	12	0.6	330	0.7	18	0.4			
Faculty Total	284	356	1.3		1.4	259	0.8	364	374	1.0		1.5	250	0.7	364	485	1.3		1.8	265	0.8			

^ The Information and Communication Technology course merged with Computer Science in 2005. The quota of 80 for Information and Communications Technology is not included.

^^Reduced quota in single honor law by 2 to allow for increase of 2 in each of Law and French and Law and German.

^^^Quota for TSM English is oversubscribed by 13 (6.5 FTE).

^^^^Quotas in Sociology and in Social Policy and Social Studies were increased by 8 and 6 respectively in 2005.

Table A5: CAO first preference applications - quotas, points, number registered 2005, 2004, 2003

Course	2005							2004							2003							
	Quota	Number of 1st preference applications	Ratio of 1st pref applens to quota	Minimum points	Ratio of 1st pref applens to no. regd	Number registered at 2.11.2005	Ratio of Eligible 1st pref applens to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applens to quota	Minimum points	Ratio of 1st pref applens to no. regd	Number registered at 29.10.2004	Ratio of Eligible 1st pref applens to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applens to quota	Minimum points	Ratio of 1st pref applens to no. regd	Number registered at 24.10.2003	Ratio of Eligible 1st pref applens to quota	
(/...cont'd)																						
Faculty of Health Sciences																						
Clinical Speech & Language Studies (increase of 6 in 2005)	35	159	4.5	515*	4.4	36	3.6	29	138	4.8	515	4.8	29	3.6	29	137	4.7	510*	5.3	26	3.3	
Dental Science	32	160	5.0	555*	5.0	32	3.2	32	150	4.7	560*	4.8	31	3.3	32	170	5.3	545*	5.3	32	3.2	
Medicine^	50	696	13.9	590*	13.6	51	10.1	50	661	13.2	580*	13.0	51	9.5	60	490	8.2	570*	8.3	59	5.6	
Occupational Therapy	40	108	2.7	505*	2.7	40	2.2	40	122	3.1	500*	3.1	39	2.4	40	134	3.4	490*	3.3	41	2.3	
Physiotherapy	40	275	6.9	540*	6.5	42	4.1	40	278	7.0	540*	7.7	36	4.2	40	284	7.1	535*	7.5	38	3.3	
Radiation Therapy	25	64	2.6	510	2.2	29	2.1	25	53	2.1	490	2.1	25	1.5	25	55	2.2	490*	1.8	30	1.6	
General Nursing^^	159	460	2.9	380*	2.7	168	1.4	159	420	2.6	370	2.7	158	1.3	159	404	2.5	350*	2.3	173	1.2	
Intellectual Disability (formerly Mental Handicap)^^^	40	51	1.3	300	1.6	32	0.5	40	60	1.5	300	2.1	29	0.6	43	44	1.0	260	1.8	24	0.0	
Psychiatric Nursing^^	51	63	1.2	320	1.2	54	0.5	51	71	1.4	325	1.4	51	0.7	45	70	1.6	280	1.7	42	0.6	
Faculty Total	472	2036	4.3		4.2	484	2.8	466	1953	4.2		4.3	449	2.7	473	1788	3.8		3.8	465	2.2	
Faculty of Science																						
Human Genetics	10	32	3.2	545	3.2	10	2.4	10	42	4.2	555	4.2	10	2.7	10	41	4.1	515	4.1	10	2.0	
Mathematics	30	47	1.6	410	1.7	27	1.1	30	30	1.0	420	1.0	29	0.9	30	38	1.3	365	1.8	21	0.7	
Pharmacy	70	316	4.5	555*	4.5	71	3.5	70	262	3.7	550*	3.9	67	3.2	70	276	3.9	545*	4.2	65	3.1	
Science^^^^	300	351	1.2	440*	1.2	297	0.8	290	348	1.2	440*	1.2	295	0.9	275	339	1.2	425	1.3	264	0.8	
Theoretical Physics	35	47	1.3	445	1.3	35	0.9	35	72	2.1	520	2.1	35	1.7	35	56	1.6	440*	1.6	34	1.2	
Chemistry with Molecular Modeling^^^^	5	1	0.2	410	1.0	1	0.2	15	4	0.3	405	0.8	5	0.2	15	1	0.1	410	0.2	5	0.1	
Medicinal Chemistry	25	25	1.0	465*	1.0	25	0.8	25	20	0.8	490*	0.8	25	0.6	25	23	0.9	440*	1.0	24	0.7	
Physics & Chemistry of Advanced Materials	20	8	0.4	350	0.6	13	0.4	20	13	0.7	365	0.9	14	0.5	20	11	0.6	335	0.6	18	0.5	
Faculty Total	495	827	1.7		1.7	479	1.2	495	791	1.6		1.6	480	1.3	480	785	1.6		1.8	441	1.1	
Multi-Faculty																						
Business Studies & French	15	50	3.3	485	2.8	18	1.8	15	38	2.5	480	2.7	14	1.2	15	51	3.4	460*	3.4	15	1.9	
Business Studies & German	20	21	1.1	400	1.6	13	0.4	20	21	1.1	420	1.3	16	0.5	20	22	1.1	420	1.2	18	0.4	
Business Studies & Russian	7	12	1.7	405	1.2	10	0.7	7	14	2.0	425	1.6	9	1.1	7	10	1.4	440	1.3	8	1.1	
Computer Science, Linguistics & French	10	5	0.5	440	1.3	4	0.3	10	3	0.3	445	1.5	2	0.2	10	5	0.5	380	1.3	4	0.2	
Computer Science, Linguistics & German	10	3	0.3	440	1.5	2	0.1	10	3	0.3	435	3.0	1	0.1	10	4	0.4	400	2.0	2	0.3	
Computer Science, Linguistics & Irish	5	2	0.4	0	-	-	0.0	5	1	0.2	435	1.0	1	0.2	5	0	0.0	n/a	0.0	1	0.0	
European Studies	33	129	3.9	530	3.7	35	2.9	33	127	3.8	530*	3.7	34	2.9	33	107	3.2	505*	3.1	34	2.5	
History & Political Science	14	100	7.1	545	7.1	14	6.1	14	117	8.4	550	8.4	14	6.4	14	91	6.5	525*	6.1	15	4.9	
Law & French (increase of 2 students in 2005)	12	63	5.3	560*	4.8	13	4.6	10	76	7.6	570*	7.6	10	6.4	10	85	8.5	580	8.5	10	7.7	
Law & German (increase of 2 students in 2005)	12	22	1.8	510	1.7	13	1.6	10	24	2.4	540	2.7	9	2.0	10	23	2.3	555	1.8	13	2.1	
Philosophy & Political Science	10	41	4.1	500	4.1	10	3.0	10	27	2.7	510	2.5	11	2.1	10	34	3.4	505	3.4	10	2.4	
Two Subject Moderatorship	378	1032	2.7	n/a	2.9	358	2.0	378	1016	2.7	n/a	3.2	321	1.9	376	1138	3.0	n/a	3.5	325	2.0	
Multi-Faculty Total	526	1480	2.8		3.0	490	2.1	522	1467	2.8		3.3	442	2.0	520	1570	3.0		3.5	455	2.1	
TOTAL	2350	6744	2.9		3.0	2252	2.0	2408	6700	2.8		3.1	2166	1.9	2393	6931	2.9		3.2	2161	1.9	

^Quota adjusted to 50 in 2004 and 2005 to facilitate transition from a six- to a five-year programme effective from 2005.

^^The overall quota for nursing in 2003 was increased from 233 to 247, and to 250 in 2004, to compensate for under-fill in 2002 and 2003.

^^^The quota for science was increased by 15 in 2004 to allow for additional places in biochemistry and immunology (5) and neuroscience (10) and by 10 in 2005 to compensate for reduction in quota for Chemistry with Molecular Modeling.

^^^^The course title changed in 2005 from Computational Chemistry/Physics to Chemistry with Molecular Modeling and the quota was reduced from 15 to 5.

* random selection; not all students with this number of points were offered a place.

** random selection and interview.

Table A6: CAO first preference applications - quotas, points, number registered,
Two-subject Moderatorship courses 2005, 2004, 2003

Two Subject Moderatorship Course	2005							2004						2003							
	Quota	Number of 1st preference applications	Ratio of 1st pref applns to quota	Minimum points	Ratio of 1st pref applns to no. regd	Number registered at 2.11.05	Ratio of Eligible 1st pref applns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applns to quota	Minimum points	Ratio of 1st pref applns to no. regd	Number registered at 29.10.04	Ratio of Eligible 1st pref applns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applns to quota	Minimum points	Ratio of 1st pref applns to no. regd	Number registered at 24.10.03	Ratio of Eligible 1st pref applns to quota
Ancient History & Archaeology	23	105	4.6	450	5.0	21	1.4	23	72	3.1	400	4.2	17	2.1	23	105	4.6	425*	4.2	25	2.6
Biblical & Theological Studies	24	52	2.2	385	2.7	19	1.6	24	37	1.5	335	2.8	13	1.0	24	41	1.7	310	2.7	15	1.0
Classical Civilisation	29	80	2.8	445	2.7	30	1.4	29	73	2.5	425	2.5	29	1.7	29	61	2.1	395	1.8	33	1.2
Drama Studies	20	70	3.5	450**	3.0	23	2.3	20	97	4.9	495**	4.9	20	2.8	20	87	4.4	350	7.3	12	1.5
Early Irish	-	1	-	-	-	2	1.0	-	1	-	430	-	1	-	-	3	-	495	-	2	-
Economics	43	74	1.7	450*	1.8	42	1.2	43	80	1.9	455*	1.9	42	1.4	43	83	1.9	450	2.2	37	1.6
English Literature^	81	360	4.4	505*	3.8	94	1.3	81	392	4.8	525*	5.2	75	3.5	81	446	5.5	530	5.9	76	4.0
Film Studies	20	110	5.5	460	4.4	25	1.9	20	137	6.9	475	7.2	19	4.2	20	193	9.7	510	21.4	9	5.8
French	84	157	1.9	390*	2.0	78	1.4	84	134	1.6	370*	1.7	78	1.3	84	145	1.7	310	1.6	88	1.3
Geography	35	61	1.7	435	2.9	21	1.2	35	56	1.6	430	2.2	26	1.2	35	80	2.3	440	2.9	28	1.8
German	32	46	1.4	405	1.5	30	1.2	32	26	0.8	405	1.7	15	0.6	32	39	1.2	355	3.0	13	0.8
Greek	-	9	-	445	-	3	1.8	-	4	-	345	-	3	-	-	7	-	350	-	2	-
History	40	150	3.8	510*	3.3	45	1.2	40	147	3.7	510*	3.8	39	2.6	40	178	4.5	510	4.2	42	3.3
History of Art and Architecture	28	135	4.8	490*	4.8	28	1.3	28	136	4.9	485*	4.7	29	3.6	28	133	4.8	470*	4.8	28	3.2
Italian	30	58	1.9	390	1.9	31	1.4	30	52	1.7	355	1.9	27	1.2	30	60	2.0	420*	2.1	29	1.3
Jewish Studies	10	3	0.3	490	<i>no offers</i>	0	3.0	10	1	0.1	<i>no offers</i>		0		10	4	0.4	540	2.0	2	0.2
Latin	10	13	1.3	395	4.3	3	1.9	10	11	1.1	400	2.2	5	0.7	10	9	0.9	420	1.5	6	0.6
Mathematics	15	48	3.2	510	2.8	17	1.4	15	57	3.8	530*	2.9	20	2.9	10	34	3.4	450	2.8	12	2.3
Modern Irish	30	38	1.3	335	1.5	26	1.3	30	29	1.0	315	1.5	20	0.8	30	37	1.2	330	1.4	26	1.0
Music	8	36	4.5	520**	6.0	6	1.6	8	26	3.3	490**	2.9	9	2.4	8	29	3.6	530	3.2	9	2.4
Philosophy	43	126	2.9	475*	3.3	38	1.2	43	113	2.6	470	3.1	37	1.9	43	118	2.7	470	3.6	33	1.8
Psychology	17	118	6.9	565*	6.6	18	1.2	17	137	8.1	560	8.1	17	6.2	17	153	9.0	545	9.0	17	6.9
Russian	36	23	0.6	335	1.4	16	1.6	36	29	0.8	315	3.2	9	0.6	36	19	0.5	335	1.9	10	0.3
Sociology	59	103	1.7	435*	1.9	54	1.3	59	117	2.0	430	2.0	60	1.5	59	119	2.0	440	2.3	51	1.5
Spanish	39	88	2.3	405*	1.9	46	1.4	39	68	1.7	340	2.1	32	1.2	39	93	2.4	330	2.1	45	1.6
TOTAL	756	2064	2.7		2.9	716	1.4	756	2032	2.7		3.2	642	1.9	751	2276	3.0		3.5	650	2.1

*random selection: not all students with this number of points were offered a place.

** random selection and interview.

^Compensated for overfill by reducing single honor English quota.

Table A7: Total number of applicants* to universities, DIT, other ITs, Colleges of Education, and private colleges (all preferences) 2005, 2004, 2003

	2005	2004	2003
<u>Universities</u>			
Trinity College	17,455	17,738	18,552
NUI Cork	15,230	16,105	15,754
NUI Dublin	23,101	24,251	25,135
NUI Galway	15,240	15,744	17,414
NUI Maynooth	11,285	10,468	12,449
University of Limerick	13,848	13,677	14,961
Dublin City University	14,818	14,997	15,039
Total	110,977	112,980	119,304
Dublin Institute of Technology	18,380	21,319	21,553
Other Institutes of Technology (ITs)	44,680	26,694	39,186
National College of Art and Design	461	472	418
Colleges of Education	13,775	13,397	12,253
Private Colleges**	12,097	7,186	11,040

Source: Central Applications Office

**There are up to 10 preferences on each application form and applicants may apply to more than one institution.*

*** This category includes Colleges with some courses eligible for the Government undergraduate fee remission scheme*

Table A8: Percentage rate of acceptances to offers 2005 - 2001 (CAO round 1)

Course	2005	2004	2003	2002	2001
<i>Faculty of Arts (Humanities)</i>	%	%	%	%	%
Biblical & Theological Studies	48	69	52	59	50
History	38	49	40	66	53
Law	65	58	49	68	59
Mental & Moral Science	64	62	70	70	50
Music	67	87	60	78	60
Music Education	90	100	91	90	71
Psychology	94	54	48	90	72
<i>Faculty of Arts (Letters)</i>	%	%	%	%	%
Classics	25	71	67	88	43
Drama & Theatre Studies	100	100	91	80	69
Early & Modern Irish	73	78	73	59	50
English Studies	54	44	24	71	24
Germanic Languages	100	100	70	70	55
<i>Faculty of Business, Economic & Social Studies</i>	%	%	%	%	%
Business, Economic & Social Studies	80	83	82	91	77
Social Studies	73	80	67	84	66
Sociology & Social Policy	96	72	96	93	88
<i>Faculty of Engineering & Systems Sciences</i>	%	%	%	%	%
Computer Science	91	78	69	81	78
Engineering	90	84	85	85	88
Information & Communications Technology	Merged with Computer Science	100	100	80	80
Management Science & Information Systems Studies	85	89	76	81	90
Manufacturing Engineering with Management Science	93	95	76	100	78
<i>Faculty of Health Sciences</i>	%	%	%	%	%
Clinical Speech & Language Studies	90	56	83	85	74
Dental Science	69	62	54	64	47
Medicine	65	78	67	55	39
Occupational Therapy	74	81	61	75	54
Physiotherapy	90	78	72	73	66

Table A8: Percentage rate of acceptances to offers 2005 - 2001 (CAO round 1)

Course	2005	2004	2003	2002	2001
(Health Sciences contd.)	%	%	%	%	%
Radiation Therapy	77	69	75	55	72
General Nursing Adelaide	100	100	91		
General Nursing Adelaide - Mature (Round 0)	100	67	86		
General Nursing	78	78	81		
General Nursing - Mature (Round 0)	98	86	80		
Psychiatric Nursing	63	82	61		
Psychiatric Nursing - Mature (Round 0)	91	80	93		
Mental Handicap	67	75	52		
Mental Handicap - Mature (Round 0)	84	70	86		
Faculty of Science	%	%	%	%	%
Human Genetics	75	50	56	64	68
Mathematics	52	59	60	59	62
Pharmacy	80	58	73	82	83
Science	79	72	77	82	74
Theoretical Physics	83	92	71	85	76
Computational Chemistry/Computational Physics	91	100	100	0	100
Medicinal Chemistry	56	71	60	66	57
Physics & Chemistry of Advanced Materials	93	93	82	45	62
Multi-Faculty	%	%	%	%	%
Business Studies & French	86	88	76	95	85
Business Studies & German	71	86	67	85	85
Business Studies & Russian	100	100	81	82	89
Computer Science, Linguistics & French	100	80	67	33	77
Computer Science, Linguistics & German	100	100	67	100	100
Computer Science, Linguistics & Irish	0	100	0	0	100
European Studies	84	70	73	92	79
History & Political Science	69	55	38	74	63
Law & French	75	73	91	83	62
Law & German	57	91	92	75	92
Philosophy & Political Science	50	56	73	81	50
TSM	75	73	68	84	59

Table A9: Percentage rate of acceptances to offers, TSM courses 2005 – 2001 (CAO round 1 only)

Two Subject Moderatorship Course	2005	2004	2003	2002	2001
	%	%	%	%	%
Ancient History & Archaeology	58	65	87	79	85
Biblical & Theological Studies	69	81	67	92	59
Classical Civilisation	78	72	87	88	82
Drama Studies	87	76	59	71	82
Early Irish	0	100	100	100	-
Economics	79	86	80	94	85
English Literature	83	68	66	82	65
Film Studies	77	65	48		
French	70	69	72	64	71
Geography	62	68	74	88	68
German	77	78	41	77	70
Greek	67	67	33		75
History	78	72	72	86	63
History of Art & Architecture	69	81	81	86	50
Italian	73	64	66	74	63
Jewish Studies	0	0	100	100	100
Latin	25	67	57	73	57
Mathematics	85	76	46	80	80
Modern Irish	84	88	96	86	83
Music	75	82	100	88	75
Philosophy	63	77	65	79	67
Psychology	95	73	56	88	79
Russian	79	50	63	66	75
Sociology	79	86	81	91	77
Spanish	80	64	65	72	68

Table A10: Distribution of points within each course - undergraduate new entrants 2005

		Specials (matures, access, internationals)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
	Quota	Sample point info >	1A1, 5A2 = 550 points	5A2,1B2 = 530 points	3A2,3B2 = 510 points	6B2 = 480 points	6B3 = 450 points	3B2,3C2= 435 points	2B2,4C2 = 420 points	6C2 = 390 points	
Faculty of Arts (Humanities)											
Biblical & Theological Studies	21	7					1	1	3	9	21
History	38	5			5	13	13				36
Law	77	8	47	21							76
Mental & Moral Science	17	10		1	1		3				15
Music	15	4	4	3	1	1	1				14
Music Education	10		1	1	2	2	4				10
Psychology	31	9	21	5							35
Faculty of Arts (Letters)											
Classics	15							1			1
Drama & Theatre Studies	12	6		1	5						12
Early & Modern Irish	15	1					1	1	2	7	12
English Studies	34	7	6	3	10						26
Germanic Languages	8								2		2
Faculty of Business, Economic & Social Studies											
Business, Econ & Social Studies	216	26	15	20	34	93	25				213
Social Studies	36	18		1	10	8					37
Sociology & Social Policy	28	7			3	3	17				30
Faculty of Engineering & Systems Sciences											
Computer Science	65	4	1	2	1	1	4	8	8	6	35
Engineering	175	19	21	12	27	43	62	1			185
Management Science and Information Systems Studies	24	1	3	2	5	9	4				24
Manufacturing Engineering with Management Science	20					2	1	5	2	5	15

Table A10: Distribution of points within each course - undergraduate new entrants 2005

		Specials (matures, access, internationals)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
Faculty of Health Sciences											
Clinical Speech & Language Studies	35	6	6	12	12						36
Dental Science	32		32								32
Medicine	50	12	39								51
Occupational Therapy	40	11	3	7	19						40
Physiotherapy	40	16	24	2							42
Radiation Therapy	25	3	4	9	13						29
General Nursing	159	14		1	2	4	13	23	40	71	168
Intellectual Disability Nursing	40	8							1	23	32
Psychiatric Nursing	51	9							5	40	54
Faculty of Science											
Human Genetics	10		8	2							10
Mathematics	30	3	3	5	2	4	4	5	1		27
Pharmacy	70	9	62								71
Science	300	22	21	36	40	69	86	23			297
Theoretical Physics	35		17	6	5	3	2	2			35
Chemistry with Molecular Modeling	5								1		1
Medicinal Chemistry	25	1	3	3	10	7	1				25
Physics and Chemistry of Advanced Materials	20	1	2	1				2	2	5	13
Multi-Faculty											
Business Studies & French	15	1	1	1	8	7					18
Business Studies & German	20	2					1	3	7		13
Business Studies & Russian	7	2	1				1	2	4		10
Computer Science, Linguistics & French	10			1		2		1			4
Computer Science, Linguistics & German	10					1		1			2
Computer Science, Linguistics & Irish	5										0
European Studies	33	8	18	9							35
History & Political Science	14	5	6	3							14
Law & French	12	2	11								13

Table A10: Distribution of points within each course - undergraduate new entrants 2005

		Specials (matures, access, internationals)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
Law & German	12		5	5	3						13
Philosophy & Political Science	10		3	1	6						10
Two subject Moderatorship	378	76	51	41	61	48	47	18	10	6	358
TOTAL	2350	343	439	217	285	320	291	97	88	172	2252
<i>Total excluding specials:</i>											1909
Percentage of students who accepted a place at points level 2005			23.0%	11.4%	14.9%	16.8%	15.2%	5.1%	4.6%	9.0%	100%
<i>Cumulative percentages excluding specials 2005</i>			23.0%	34.4%	49.3%	66.1%	81.3%	86.4%	91.0%	100%	
<i>Cumulative percentages excluding specials 2004</i>			25.5%	38.8%	52.9%	68.7%	79.4%	85.5%	89.5%	100%	
<i>Cumulative percentages excluding specials 2003</i>			23.4%	36.7%	50.5%	66.7%	79.0%	88.0%	92.5%	100%	
<i>Cumulative percentages excluding specials 2002</i>			23.2%	35.7%	51.1%	66.0%	78.3%	88.3%	94.0%	100%	
			<i>% of students who have accepted a place and have 550 points and above</i>	<i>% of students who have accepted a place and have 525 points and above</i>	<i>% of students who have accepted a place and have 500 points and above</i>	<i>% of students who have accepted a place and have 475 points and above</i>	<i>% of students who have accepted a place and have 450 points and above</i>	<i>% of students who have accepted a place and have 425 points and above</i>	<i>% of students who have accepted a place and have 400 points and above</i>		
Leaving Cert. Points: A1=100; A2=90; B1=85; B2=80, B3=75; C1=70; C2=65; C3=60 A Level points: A=150; B=130; C=105											

Table A11: Distribution of points within each Two-subject Moderatorship course - undergraduate new entrants 2005

		Specials (matures, access, internationals,etc)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
	Quota	Sample point info >	1A1, 5A2 = 550 points	5A2,1B2 = 530 points	3A2,3B2 = 510 points	6B2 = 480 points	6B3 = 450 points	3B2,3C2= 435 points	2B2,4C2 = 420 points	6C2 = 390 points	
Ancient History & Archaeology	23	9	4		2	3	3				21
Biblical & Theological Studies	24	10	1		2	3	1	2			19
Classical Civilisation	29	8	1	1	3	9	5	3			30
Drama Studies	20	6		2	6	5	4				23
Early Irish	-	2									2
Economics	43	3	4	6	6	8	15				42
English Literature	81	22	24	24	24						94
Film Studies	20	7	2	2	5	6	3				25
French	84	10	10	3	11	16	16	5	4	3	78
Geography	35	8			3	1	5	4			21
German	32	3	3	2	4	7	6	3	2		30
Greek	-	1	1					1			3
History	40	14	6	10	15						45
History of Art & Architecture	28	10	2	6	8	2					28
Italian	30	5	2	4	6	4	4	2	2	2	31
Jewish Studies	10										0
Latin	10	1				1				1	3
Mathematics	15	1	9	3	4						17
Modern Irish	30	3	5	5	3	2	1	2	2	3	26
Music	8		3	2	1						6
Philosophy	43	9	5	5	8	11					38
Psychology	17	4	14								18
Russian	36	3		1	1		2	2	3	4	16
Sociology	59	8	1	4	5	10	20	6			54
Spanish	39	7	5	2	4	7	9	6	6		46
Totals	756	154	102	82	121	95	94	36	19	13	716
Total excluding specials:											562
<i>Percentage of students who accepted a place and points level 2005</i>			18.1%	14.6%	21.5%	16.9%	16.7%	6.4%	3.4%	2.3%	100%
Cumulative percentages excluding specials 2005			18.1%	32.7%	54.3%	71.2%	87.9%	94.3%	97.7%	100%	
<i>Cumulative percentages excluding specials 2004</i>			22.2%	42.8%	58.1%	70.6%	83.9%	92.6%	96.5%	100%	
<i>Cumulative percentages excluding specials 2003</i>			21.8%	37.9%	48.2%	58.8%	74.7%	86.6%	92.8%	100%	
			% of students who have accepted a place and have 550 points and above	% of students who have accepted a place and have 525 points and above	% of students who have accepted a place and have 500 points and above	% of students who have accepted a place and have 475 points and above	% of students who have accepted a place and have 450 points and above	% of students who have accepted a place and have 425 points and above	% of students who have accepted a place and have 400 points and above		
Leaving Cert. Points: A1=100; A2=90; B1=85; B2=80, B3=75; C1=70; C2=65; C3=60											
A Level points: A=150; B=130; C=105											

Table A12: Survey of undergraduate new entrants 2005, 2004, 2003

Why did you choose Trinity College?	2005	2004	2003
Reputation for Quality in Teaching	63%	57%	57%
Reputation for Quality in Research	26%	25%	27%
International Reputation	44%	44%	50%
College Life and Societies	25%	21%	27%
Location	38%	32%	38%
Recommended by School	11%	15%	13%
Consulted Trinity's World Wide Web pages	87%	84%	75%

The percentage indicates the number of respondents who indicated on a scale 1-4 that the above factors were very important in their choice of Trinity College (very important = 1)

APPENDIX B – STUDENT POPULATION

The number of registered students for 2004/2005 was 15,264. The geographical distribution of the student body is detailed in Table B1 below:

Table B1: Geographical distribution of the student body, 2004/2005

	Number of Students	% Distribution
Ireland:		
Republic of Ireland:	12801	83.9
Northern Ireland:	480	3.1
Europe (EU):	1078	7.1
Europe (Non EU):	76	0.5
Africa:	80	0.5
Asia:	255	1.7
Australasia:	11	0.1
North & Central America:	479	3.1
South America:	4	0.0
TOTAL:	15264	100%

Table B2: Student numbers 2004/05 - 1999/00

The number of students registered for undergraduate and postgraduate courses for the academic years 1999/00 to 2004/05 are detailed in Table B2 below:

	2004/05	2003/04	2002/03	2001/02	2000/01	1999/00
UNDERGRADUATE						
Full-time undergraduate degree	9,538	9,461	9,234	9,042	8,905	8,816
Full-time undergraduate diploma/ certificate	569	770	966	1,121	1,161	1,044
Part-time undergraduate degree/diploma/ certificate	859	990	1,118	1,183	1,194	1,223
Total undergraduate	10,966	11,221	11,318	11,346	11,260	11,083
POSTGRADUATE						
Full-time postgraduate degree	2,164	1,998	1,885	1,725	1,624	1,684
Full-time postgraduate diploma/ certificate	457	511	517	245	251	181
Part-time postgraduate degree/diploma/ certificate	1,677	1,698	1,791	1,849	1,714	1,802
Total postgraduate	4,298	4,207	4,193	3,819	3,589	3,667
TOTAL undergraduate + postgraduate (including SOCRATES)	15,264	15,428	15,511	15,165	14,849	14,750
Number of SOCRATES students	305	320	310	296	339	336
Total (excluding SOCRATES)	14,959	15,108	15,201	14,869	14,510	14,414

APPENDIX C - ACADEMIC STAFF

Table C1: Appointments by faculty 2004/05

	Permanent Lecturers		Contract of Indefinite Duration		Contract Lecturers		Temporary Lecturers*		Lecturers/ Registrars		Professorial		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Arts (Humanities)	1		1		1	1	6						9	1
Arts (Letters)					1			4					1	4
Business, Economic & Social Studies							2		2			1	4	1
Engineering & Systems Sciences			1		3		2						6	0
Health Sciences	1	1		3	3	6		1	4	1			8	12
Science	3				3	2	2	1			1		9	3
Irish School of Ecumenics													0	0
TOTAL	5	1	2	3	13	9	12	6	4	1	1	1	37	21

Table C2: Appointments by qualification, 2004/05

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	7		1		8
Contract of Indefinite Duration	2			3	5
5-Year Contract	3				3
3-Year Contract	5	3	2	1	11
2-Year Contract	4	1	2	1	8
Temporary*	11	4		3	18
Lecturer / Registrar			5		5
Total 2004/05	32	8	10	8	58
% of total	55%	14%	17%	14%	100%
Total 2003/04	36 (51%)	8 (11%)	24 (34%)	3 (4%)	71 (100%)

*Temporary appointments range in duration from nine months to one year. Appointments in this category are made principally to replace permanent members of the academic staff of the College who have been granted leave of absence or career breaks, or to complete a contract term following a resignation.

Table C3: Appointments by gender, 2004/05

	Male	% Male	Female	% Female	Total	%
Permanent	5	8.6%	1	1.7%	6	10.3%
Contract of Indefinite Duration	2	3.4%	3	5.2%	5	8.6%
Fixed-term Contract	13	22.4%	9	15.5%	22	37.9%
Temporary	12	20.7%	6	10.3%	18	31.0%
Lecturer / Registrar	4	6.9%	1	1.7%	5	8.6%
Professorial	1	1.7%	1	1.7%	2	3.4%
Total 2004/05	37	63.8%	21	36.2%	58	100%
Total 2003/04	44	62.0%	27	38.00%	71	100%

Source data for Tables C1, C2 and C3: Staff Office

STAFF/STUDENT RATIOS 2004-05

Table C4(a)

SUMMARY OF ANALYSIS

RATIOS 2002/03	RATIOS 2003/04	FACULTY	STAFF FTE	STUDENT FTE				Ratios 2004/05
				Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
24	24	Business, Economic & Social Studies	86.12	1531.71	277.96	161.00	1970.67	23
24	23	Arts (Humanities)	108.46	1703.77	535.74	286.33	2525.84	23
17	16	Engineering & Systems Sciences	121.36	1277.12	429.78	319.00	2025.90	17
16	16	Science	160.70	2002.80	77.15	473.00	2552.95	16
13	15	Arts (Letters)	100.57	1205.19	107.45	183.66	1496.30	15
12	12	Health Sciences *	198.23	2307.95	503.42	211.50	3022.87	15
17	17	COLLEGE	775.44	10028.54	1931.50	1634.49	13594.53	18

**Includes Nursery & Midwifery Studies in overall Faculty Staff:Student ratio for first time*

**Staff:Student Ratios
2004/05 - 1987/88**

Table C4(b)

Academic Year	BESS	Arts (Humanities)	Engineering	Science	Arts (Letters)	Health Sciences	TCD
1987-88	25	27	25	16	16	10	18
1988-89	26	28	25	17	17	10	19
1989-90	29	29	26	17	18	10	19
1990-91	31	28	24	17	19	12	20
1991-92	30	28	27	17	21	11	20
1992-93	32	28	27	18	21	12	21
1993-94	32	29	28	19	21	12	22
1994-95 (PG=3)*	30	31	25	19	21	14	22
1994-95 (PG=1)*	27	25	20	14	18	11	18
1995-96	27	25	20	15	17	12	18
1996-97	28	27	20	16	18	13	19
1997-98	26	26	21	15	16	14	19
1998-99	27	26	21	17	16	13	19
1999-00	28	25	20	17	17	13	19
2000-01	25	24	18	16	15	11	18
2001-02	24	24	17	16	14	11	17
2002-03	24	24	17	16	13	12	17
2003-04**	24	23	16	16	15	12	17
2004-05***	23	23	17	16	15	15	18
Staff FTE 2004-05	86	108	121	161	101	198	775
Student FTE 2004-05	1971	2526	2026	2553	1496	3023	13595

**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 staff:student ratios were calculated with both weightings*

*** Revised Staff FTE for Health Sciences in 2003/04 as an inaccurate number of staff for the Dental School had been included*

**** Includes Nursing & Midwifery within Health Science Faculty FTE for first time*

STAFF/STUDENT RATIOS 2004/2005

Table C4 (c)

Faculty of Business, Economic Social Studies

RATIOS 2001/02	RATIOS 2002/03	RATIOS 2003/04	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2004/05
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
28	30	33	Sociology	10.03	250.65	38.00	32.00	320.65	32
26	27	26	Political Science	9.34	240.65	6.00	25.00	271.65	29
27	28	32	Business Studies	23.79	430.61	121.12	55.00	606.73	26
28	26	24	Economics	21.28	453.38	38.92	39.00	531.30	25
12	11	11	Social Studies	21.68	156.42	73.92	10.00	240.34	11
24	24	24	FACULTY	86.12	1531.71	277.96	161.00	1970.67	23

Staff figures include:

Business Studies

1 FTE for Chair funded from a benefaction, 2 FTE for self-financing course

Economics

1 FTE for Chair funded from a benefaction, 1 FTE funded externally

Political Science

1 FTE for Broad Curriculum lecturer

Sociology

0.5 FTE for Broad Curriculum lecturer (shared with Geography)

STAFF/STUDENT RATIOS 2004-05

Table C4 (d)

Faculty of Arts (Humanities)

RATIOS 2001/02	RATIOS 2002/03	RATIOS 2003/04	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2004/05
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
39	39	40	Education	20.28	409.93	344.03	33.00	786.96	39
33	31	30	Law School	17.32	415.59	60.64	48.00	524.23	30
23	21	21	Modern History	13.86	250.39	0.00	49.33	299.72	22
21	19	20	Philosophy	7.70	138.78	12.10	15.00	165.88	22
22	21	23	Medieval History	5.43	76.92	6.14	27.00	110.06	20
14	14	13	Religions & Theology	6.66	98.72	0.00	14.00	112.72	17
13	12	13	Music	6.73	61.75	22.82	20.00	104.57	16
15	20	13	History of Art	7.44	81.74	9.00	19.00	109.74	15
n/a	10	14	Centre for Gender and Womens Studies	1.38	0.00	9.88	9.00	18.88	14
17	14	14	Psychology	21.66	169.95	71.13	52.00	293.08	14
24	24	23	FACULTY	108.46	1703.77	535.74	286.33	2525.84	23

Staff figures include:

Education: 2 FTE for two lecturers seconded from Carysfort

Law: 1 FTE for Broad Curriculum lecturer

Religions & Theology: 1 FTE for Chair of Jewish Studies, funded from a benefaction

History of Art: 2 FTE for Irish Art Research Centre lecturers funded from a benefaction and 1 FTE for Broad Curriculum lecturer

Modern History: 1 FTE for Chair of Contemporary Irish History funded from a benefaction and 1 FTE for Broad Curriculum lecturer

Psychology: 1 FTE for Broad Curriculum lecturer and 7 FTE from self-financing courses

STAFF/STUDENT RATIOS 2004/05

Table C4 (e)

Faculty of Engineering and Systems Sciences

RATIOS 2001/02	RATIOS 2002/03	RATIOS 2003/04	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2004/05
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
20	21	20	Civil, Structural and Environmental Engineering	19.14	225.37	140.72	38.00	404.09	21
12	13	14	Mechanical & Manufacturing Engineering	14.91	214.90	10.56	49.00	274.46	18
14	13	13	Statistics	12.80	146.18	50.68	18.00	214.86	17
21	19	17	Computer Science	60.24	592.77	207.82	170.00	970.59	16
11	10	9	Electronic & Electrical Engineering	14.27	97.90	20.00	44.00	161.90	11
17	17	16	FACULTY	121.36	1277.12	429.78	319.00	2025.90	17

Staff figures include:

Computer Science

20.5 FTE for self-financing courses

Civil Engineering:

1 FTE for lecturer in lieu of Chair vacancy

Mechanical Engineering:

1 FTE for self financing course

Electronic Engineering:

1 FTE for self financing course

STAFF/STUDENT RATIOS 2004/05

Table C4 (f)

Faculty of Science

RATIOS 2001/02	RATIOS 2002/03	RATIOS 2003/04	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2004/05
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
16	18	18	Chemistry	19.88	336.91	0.00	71.00	407.91	21
22	19	22	Mathematics	22.63	398.34	12.00	19.00	429.34	19
17	15	15	Zoology	11.01	141.64	4.02	37.00	182.66	17
n/a	n/a	19	Pharmacy	19.60	251.96	52.50	37.00	341.46	17
16	16	19	Geography	11.82	137.60	1.07	38.00	176.67	15
15	15	14	Genetics	8.25	79.92	0.00	42.00	121.92	15
14	17	14	Biochemistry	17.09	181.85	0.10	48.00	229.95	14
15	17	17	Microbiology	10.02	109.65	0.09	33.00	142.74	14
13	12	12	Physics	21.53	193.87	2.00	99.00	294.87	14
12	11	13	Botany	9.57	85.37	3.22	28.00	116.59	12
11	9	11	Geology	9.30	85.69	2.15	21.00	108.84	12
16	16	16	FACULTY	160.70	2002.80	77.15	473.00	2552.95	16

Staff figures include:Biochemistry:

1 FTE in lieu of one Professor (seconded to SFI), 1 FTE from self-financing course

Botany:

1 FTE for Broad Curriculum lecturer

Chemistry:

1 FTE in lieu of Chair of Organic Chemistry (seconded to SFI), 1 FTE funded externally

Genetics:

2 FTE in lieu of one Professor and one Associate Professor (seconded to SFI)

Geography:

0.5 FTE for Broad Curriculum lecturer (funded from a benefaction) shared with Geology, 0.5 FTE for Broad Curriculum lecturer joint with Sociology, 1 FTE for lecturer seconded from Carysfort

Geology:

0.5 FTE for Broad Curriculum lecturer (funded from a benefaction) shared with Geography

Physics:

2 FTE for contract lecturers in lieu of one Professor and one Associate Professor (seconded to SFI)

STAFF/STUDENT RATIOS 2004-05

Table C4 (g)

Faculty of Arts (Letters)

RATIOS 2001/02	RATIOS 2002/03	RATIOS 2003/04	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2004/05
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
20	21	22	English	19.71	342.61	49.00	60.33	451.94	23
20	18	22	Classics	8.41	118.07	1.10	28.00	147.17	18
11	12	15	Irish	4.57	70.26	0.00	8.33	78.59	17
14	11	14	Hispanic Studies	5.76	78.28	1.44	6.00	85.72	15
13	13	14	French	14.13	175.88	10.10	10.00	195.98	14
15	13	14	Drama	13.12	138.80	5.00	24.00	167.80	13
14	10	11	Germanic Studies	8.82	95.86	6.73	8.00	110.59	13
14	11	10	Italian	4.96	56.18	0.89	5.00	62.07	13
10	9	12	Language and Communication Studies	14.24	97.50	31.75	32.00	161.25	11
6	5	5	Russian	6.85	31.75	1.44	2.00	35.19	5
14	13	15	Faculty	100.57	1205.19	107.45	183.66	1496.30	15

Staff figures include:Classics: 2 FTE funded by Leventis Foundation and Walsh Family LectureshipCLCS: 3 FTE for self-financing courses, 2 FTE externally funded (ITE)English: 1 FTE for Broad Curriculum Lecturer, 1 for self-financing courseItalian: 1 FTE for Italian Government funded Lettrice di RuoloRussian: 1 FTE for Thomas Brown LectureshipDrama: 1 FTE for Professor in Drama Studies funded by a benefaction, 1 FTE for Broad Curriculum Lecturer

STAFF/STUDENT RATIOS 2004/2005

Table C4(h)

Faculty of Health Sciences

RATIOS 2001/02	RATIOS 2002/03	RATIOS 2003/04	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2004/05
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
43	27	25	Nursing & Midwifery Studies*	47.56	915.24	203.00	18.00	1136.24	24
21	21	16	Clinical Medicine	19.47	218.48	63.73	59.00	341.21	18
12	15	17	Psychiatry	4.22	30.05	32.00	9.00	71.05	17
11	16	20	Anatomy	7.08	99.51	8.24	6.00	113.75	16
22	17	13	Surgery	8.27	117.92	0.00	11.00	128.92	16
15	16	14	Physiology	11.43	111.54	19.04	24.00	154.58	14
12	12	12	Clinical Speech & Language Studies	7.53	93.23	7.00	3.00	103.23	14
5	8	9	Division of Laboratory Medicine	9.78	56.36	52.34	23.00	131.70	14
13	13	16	Occupational Therapy	11.13	135.92	8.72	2.00	146.64	13
8	8	9	Pharmacology & Therapeutics	5.12	39.45	8.85	19.00	67.30	13
7	7	6	Paediatrics	4.28	52.05	0.00	4.00	56.05	13
7	7	5	Public Health and Primary Care	5.98	17.86	54.30	3.00	75.16	13
10	11	10	Physiotherapy	13.95	125.59	11.94	12.00	149.53	11
8	8	8	Dental School**	29.70	225.50	22.52	13.50	261.52	9
10	8	13	Obstetrics/Gynaecology	4.65	17.66	11.74	4.00	33.40	7
5	5	6	Radiation Therapy	8.08	51.59	0.00	1.00	52.59	7
11	12	12	FACULTY	198.23	2307.95	503.42	211.50	3022.87	15

*Nursing & Midwifery Studies included in overall Faculty Staff Student ratio for first time.

**The Dental School have indicated that the Staff FTE returned for 2003/04 was incorrect. This has been amended in the 2003/04 data and has the affect of changing the ratio for Dental Science in that year from 6, as was initially recorded, to 8.

The ratio for the Faculty in 2003/04 has also changed as a result of this from 11 to 12

Staff figures include:

<u>Faculty</u>	1 FTE for lecturer on self-financing course.
<u>Clinical Medicine</u>	1 FTE for self-financing course, 1 FTE in lieu of lecturer funded by faculty
<u>Obstetrics</u>	1 FTE in lieu of Chair
<u>Paediatrics</u>	1 FTE funded by Faculty
<u>Pharmacology</u>	1 FTE funded by Faculty
<u>Physiology</u>	1 FTE in lieu of lecturer funded by Science expert skills funding
<u>Psychiatry</u>	1 FTE in lieu of Chair
<u>Surgery</u>	1 FTE funded by Faculty
<u>Laboratory Medicine</u>	2 FTE funded by Faculty, Chair funded by hospital, 1 FTE funded by diagnostic service
<u>CSLS</u>	2 FTE in lieu of vacant Chair

STAFF/STUDENT RATIOS 2004/05

Table C4 (i)

Irish School of Ecumenics

RATIOS 2001/02	RATIOS 2002/03	RATIOS 2003/04	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2004/05
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
6	8	10	Irish School of Ecumenics	8.76	0.00	70.50	20.00	90.50	10

APPENDIX D: ACADEMIC PROGRESS

Table D1: Junior Freshman full-time degree students successfully completing the year, 2004/05 - 1995/96

	2004/05		2003/04		2002/03		2001/02		2000/01		1999/00		1998/99		1997/98		1996/97		1995/96		
	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	
Faculty of Arts (Humanities)																					
B.Ed	99%	192	98%	202	98%	210	97%	198	94%	195	93%	193	99%	146	98%	120	94%	117	99%	111	
B.Ed. (Home Econ)	n/a	n/a	91%	22	97%	31	97%	29	96%	27	81%	26	90%	29	100%	29	88%	24	96%	27	
Biblical & Theological Studies	63%	16	53%	17	63%	19	70%	27	41%	17	71%	14	38%	24	59%	22	79%	19	54%	26	
History	97%	35	98%	42	100%	38	90%	41	95%	37	97%	39	100%	40	95%	39	98%	43	95%	38	
Law	99%	80	95%	87	97%	79	99%	84	98%	81	97%	86	100%	88	99%	83	94%	81	99%	77	
Mental and Moral Science	94%	17	89%	19	81%	16	95%	20	94%	16	86%	14	95%	20	95%	19	100%	14	93%	14	
Music	60%	15	80%	10	91%	11	100%	9	100%	6	84%	19	77%	13	92%	13	88%	17	86%	7	
Music Education	100%	8	100%	11	100%	10	100%	6	100%	7	100%	10	100%	11	100%	10	100%	12	95%	19	
Psychology	91%	33	100%	30	87%	30	90%	40	100%	31	97%	37	93%	40	97%	35	94%	32	97%	30	
Theology	100%	6	n/a	n/a																	
Average	95%	402	95%	440	95%	444	95%	454	93%	417	93%	438	94%	411	95%	370	93%	359	94%	349	
Faculty of Arts (Letters)																					
Classics	80%	5	80%	5	71%	7	67%	6	100%	3	67%	3	100%	4	80%	5	80%	10	57%	7	
Drama & Theatre Studies	100%	16	94%	18	93%	14	100%	12	100%	11	93%	15	94%	17	89%	9	92%	12	94%	17	
Early & Modern Irish	60%	12	58%	19	44%	16	88%	8	0%	11	50%	16	47%	17	36%	14	47%	19	78%	23	
English Studies	97%	36	97%	37	89%	35	93%	30	95%	40	92%	37	98%	40	94%	34	92%	36	98%	41	
Germanic Languages	100%	5	14%	7	71%	7	63%	8	43%	7	70%	10	43%	7	100%	11	67%	6	100%	8	
Bachelor in Acting Studies	100%	10	100%	10	-	-	92%	12	93%	14	92%	12	100%	12	100%	11	100%	11	-	-	
Average	92%	84	82%	96	77%	79	88%	76	79%	86	82%	93	85%	97	85%	84	81%	94	90%	96	
Faculty of BESS																					
Business, Economic & Social Studies	94%	211	96%	214	94%	252	94%	227	96%	243	94%	236	93%	245	90%	236	90%	239	84%	238	
Social Studies	93%	30	97%	32	92%	36	94%	31	97%	33	93%	30	100%	29	90%	29	97%	29	96%	24	
Sociology & Social Policy	90%	20	84%	25	90%	21	82%	22	87%	23	88%	25	76%	21	76%	17	91%	22	83%	23	
Average	94%	261	95%	271	93%	309	93%	280	95%	299	93%	291	92%	295	89%	282	91%	290	85%	285	
Faculty of ESS																					
B.A. Computer Science	68%	38	64%	42	64%	61	76%	74	80%	69	79%	63	78%	68	80%	64	72%	74	72%	75	
Engineering	90%	181	88%	182	86%	178	91%	204	82%	191	79%	198	80%	186	83%	188	79%	185	87%	182	
Information & Communications Technology	80%	5	60%	10	83%	18	77%	47	69%	90	61%	127	72%	124	85%	80	-	-	-	-	
Management Science and Information Systems Studies	89%	28	91%	22	100%	19	100%	26	93%	27	96%	28	100%	24	96%	28	88%	33	85%	34	
Manufacturing Engineering with Management Science	59%	17	65%	20	67%	12	68%	25	53%	15	-	-	-	-	-	-	-	-	-	-	
Average	84%	269	82%	276	81%	288	85%	376	78%	392	75%	416	78%	402	84%	360	78%	292	83%	291	

Pass rates are based on annual, supplemental and special examination results and are calculated on the basis of the number of students passing examinations compared to students registered at the end of Trinity term.

APPENDIX D: ACADEMIC PROGRESS

Table D1: Junior Freshman full-time degree students successfully completing the year, 2004/05 - 1995/96

	2004/05		2003/04		2002/03		2001/02		2000/01		1999/00		1998/99		1997/98		1996/97		1995/96	
	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students	Total % Pass	Total No. of Students
<i>(/....contd)</i>																				
Faculty of Health Sciences																				
Clinical Speech and Language Studies	90%	29	100%	25	100%	27	91%	32	88%	26	92%	25	100%	28	92%	26	92%	24	100%	27
Dental Science	100%	38	100%	36	100%	34	100%	41	100%	42	95%	41	91%	33	90%	41	90%	42	95%	42
Medicine	98%	50	96%	76	97%	74	94%	86	100%	78	93%	84	95%	77	95%	85	99%	78	97%	78
Nursing Studies	82%	235	93%	231	90%	188	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Occupational Therapy	97%	38	93%	41	100%	47	97%	39	94%	35	93%	29	97%	30	93%	30	97%	30	97%	29
Physiotherapy	91%	34	97%	39	98%	42	85%	40	91%	35	90%	31	97%	33	100%	30	97%	31	100%	31
Radiation Therapy	96%	25	92%	26	87%	23	90%	21	100%	12	92%	12	100%	8	88%	8	100%	14	69%	13
Average	88%	449	95%	474	94%	435	93%	259	96%	228	93%	222	96%	209	94%	220	96%	219	96%	220
Faculty of Science																				
Comp Physics/Comp Chemistry	100%	5	67%	3	100%	2	67%	6	75%	4	82%	11	100%	19	100%	10	-	-	-	-
Human Genetics	91%	11	100%	11	100%	9	93%	15	100%	14	100%	11	100%	7	100%	10	100%	9	-	-
Mathematics	68%	31	68%	25	74%	27	73%	37	77%	30	90%	30	81%	37	72%	29	90%	29	86%	36
Medicinal Chemistry	88%	25	92%	24	94%	34	92%	24	94%	17	100%	16	-	-	-	-	-	-	-	-
Natural Sciences	89%	297	86%	285	81%	293	85%	278	84%	288	73%	273	85%	257	86%	266	88%	243	95%	238
Pharmacy	96%	67	97%	60	100%	77	100%	73	96%	69	99%	76	99%	73	100%	76	93%	71	96%	53
Physics and Chemistry of Advanced Materials	73%	11	88%	16	80%	10	63%	8	89%	9	-	-	-	-	-	-	-	-	-	-
Theoretical Physics	94%	33	94%	31	100%	24	83%	30	89%	35	85%	27	100%	19	90%	20	95%	20	94%	18
Average	89%	480	88%	455	86%	476	86%	471	87%	466	81%	444	89%	412	88%	411	90%	372	94%	345
Multi-Faculty																				
Business Studies & a Language	83%	40	80%	44	79%	57	85%	48	82%	57	79%	47	84%	50	73%	51	87%	39	92%	39
Computer Science, Linguistics & a Language	100%	4	100%	6	89%	9	88%	17	70%	27	67%	24	62%	29	64%	28	71%	34	61%	31
European Studies	97%	37	100%	33	100%	38	97%	37	94%	34	100%	35	93%	41	88%	33	92%	38	97%	33
History & Political Science	100%	16	94%	16	100%	13	100%	15	100%	15	93%	15	100%	16	100%	15	92%	13	100%	15
Law and French	88%	8	100%	10	100%	11	100%	9	91%	11	100%	10	100%	10	100%	10	100%	11	100%	11
Law and German	100%	8	100%	12	91%	11	100%	9	100%	10	100%	11	92%	13	100%	10	94%	16	100%	11
Philosophy & Political Science	92%	13	92%	13	92%	13	100%	10	100%	10	100%	10	90%	10	90%	10	90%	10	82%	17
Two Subject Moderatorship	88%	330	90%	331	90%	325	87%	337	83%	355	85%	378	88%	371	85%	360	83%	356	87%	331
Average	89%	456	91%	465	90%	477	89%	482	84%	519	86%	530	87%	540	84%	517	84%	517	87%	488
COLLEGE AVERAGE	90%	2401	91%	2477	88%	2508	90%	2398	88%	2407	86%	2434	89%	2366	88%	2244	88%	2143	90%	2074
<i>Pass rates are based on annual, supplemental and special examination results and are calculated on the basis of the number of students passing examinations against students registered at the end of Trinity term.</i>																				

Table D2: Foundation and non-foundation scholarships awarded by course 2005, 2004, 2003

Faculty / Course	2005	2005	2005	2004	2004	2004	2003
	Total Number of Scholarships awarded	Total number of SF students	% of SF students who received a Scholarship	Total Number of Scholarships awarded	Total number of SF students	% of SF students who received a Scholarship	Total Number of Scholarships awarded
Faculty of Arts (Humanities)							
Bachelor in Education		200	0%		207	0%	
Bachelor in Music Education		10	0%		10	0%	
Biblical and Theological Studies	1	12	8%	1	12	8%	1
Theology		6	0%	1	8	13%	
History	1	43	2%		39	0%	3
Law	3	82	4%	3	80	4%	1
Mental and Moral Science		14	0%		12	0%	
Music		12	0%	2	11	18%	
Psychology	2	31	6%	2	25	8%	1
Bachelor in Education (Home Economics)		20	0%		28	0%	
Total Arts (Humanities)	7	430	2%	9	432	2%	6
Faculty of Arts (Letters)							
Classics	1	3	33%	1	5	20%	3
Drama and Theatre Studies		18	0%		15	0%	1
Early and Modern Irish		12	0%	1	8	13%	
English Studies	1	38	3%	3	29	10%	3
Germanic Languages		2	0%		3	0%	1
Acting Studies		10	0%				
Total Arts (Letters)	2	83	2%	5	60	8%	8
Faculty of Business, Economic & Social Studies							
Economic and Social Studies	8 ¹	220		9	242	4%	6
Social Studies	1	32	3%		34	0%	
Sociology and Social Policy	1	16	6%		18	0%	
Total Business, Economic & Social Studies	10	268		9	294	3%	6
Faculty of Engineering & Systems Sciences							
B.A Computer Science	1	29	3%	3*	39		1
B.Sc. Computer Science (Evening)	1	14	7%		15	0%	
Engineering	5	160	3%	5	158	3%	2
Management Science and Information Systems Studies		22	0%	2	19	11%	2
Manufacturing Engineering and Management Science		14	0%		8	0%	
Information & Communications Technology		8	0%		17	0%	
Total Engineering & Systems Sciences	7	247	3%	10	256		5
Faculty of Health Sciences							
Clinical Speech and Language Studies		25	0%		28	0%	
Dental Science	4 ²	40		3	37	8%	2
Human Nutrition & Dietetics	1	18	6%		23	0%	
Medicine	8 ³	123		10**	123		10*
Occupational Therapy		39	0%		46	0%	
Radiation Therapy		20	0%		19	0%	
Physiotherapy	4	38	11%	2	47	4%	
Nursing Studies	1	214	0%		168	0%	
Total Health Sciences	18	517		15	491		12
Faculty of Science							
Human Genetics		10	0%	2	8	25%	3
Mathematics	3	18	17%	3***	21		
Natural Sciences	4	273	1%	8	251	3%	4**
Pharmacy	3	59	5%	1	81	1%	3
Theoretical Physics	5 ⁴	30		3	21	14%	3
Medicinal Chemistry		20	0%		28	0%	
Physics & Chemistry of Adv. Materials	3	14	21%	2	9	22%	
Computational Physics/Chemistry		3	0%		2	0%	
Total Science	18	427		19	421		13
Multi-Faculty							
Business Studies and a Language	1	34	3%	1	41	2%	3
Computer Science, Linguistics and a Lang.	1	6	17%		8	0%	1
European Studies	1	31	3%		37	0%	1
History and Political Science	2	14	14%	3	13	23%	1
Law and French	2	10	20%	3	12	25%	1
Law and German	1	8	13%		9	0%	2
Philosophy and Political Science	1	13	8%		12	0%	
B.Sc. Business & Information Technology		29	0%		34	0%	2
Two Subject Moderatorship	9 ⁵	298		5	284	2%	6
Total Multi-Faculty	18	443		12	450	3%	17
Grand Total	80			79			67

1 As one Scholarship was awarded to a Junior Sophister student a percentage for the Faculty is not provided.
 2 As one Scholarship was awarded to a Junior Sophister student a percentage for the Faculty is not provided.
 3 As the eight Scholarships were awarded to Junior Sophister students a percentage for the Faculty is not provided.
 4 As one Scholarship was awarded to a Junior Sophister student a percentage for the Faculty is not provided.
 5 As one Scholarship was awarded to a Junior Sophister student a percentage for the Faculty is not provided.

*As 1 Scholarship was awarded to a Sophister student a percentage for the Faculty is not provided.
 **As 10 Scholarships were awarded to Sophister students a percentage for the Faculty is not provided.
 *** As one Scholarship was awarded to a Junior Sophister student a percentage for the Faculty is not provided.

Table D3 - External Examiners for undergraduate courses appointed to examine in 2004/05

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	2004/05		2003/04
								No. of Reports Received**	% of Reports Received**	% of Reports Received***
Arts (Humanities)	10	2	13	1	1	0	27	25	93%	67%
Arts (Letters)	2	0	15	2	0	3	22	16	73%	73%
Business, Economic & Social Studies	3	2	10	2	0	1	18	15	83%	50%
Engineering & Systems Sciences	4	0	4	1	0	1	10	9	90%	70%
Health Sciences*	10	3	21	2	3	8	47	21	45%	48%
Science	1	1	20	3	0	2	27	21	78%	93%
TOTAL	30	8	83	11	4	15	151	107	71%	64%
Percentage	20%	5%	55%	7%	3%	10%	100%			

*Excludes Local Examiners

** As at 4 November 2005

*** As at 26 October 2004

Table D4: Degrees conferred, 2004 - 1995

	2004		2003		2002		2001		2000		1999		1998		1997		1996		1995	
	In Person	In Absentia																		
Primary Degrees																				
Moderatorships	1062	56	1027	43	1102	42	995	48	989	49	932	38	839	40	848	54	809	37	847	51
Bachelor in Arts	302	30	308	26	306	30	283	12	311	8	269	10	272	14	286	15	253	22	252	16
<i>Other Primary Degrees</i>																				
TCD	1255	70	1258	72	1228	53	1046	40	1065	33	921	37	986	25	890	26	883	23	786	35
DIT	15	5	47	16	178	87	807	110	846	108	833	96	841	114	719	129	805	158	650	127
Total Primary Degrees	2634	161	2640	157	2814	212	3131	210	3211	198	2955	181	2938	193	2743	224	2750	240	2535	229
Higher Degrees																				
Master in Arts	85	71	90	74	107	87	88	83	142	77	96	77	74	92	46	100	54	98	60	102
Master in Arts (<i>jure officii</i>)	14	0	8	0	8	0	11	0	5	0	6	0	7	0	6	0	9	1	12	0
Other Masters	670	89	587	135	554	116	555	96	555	73	492	87	399	70	341	73	393	68	350	55
Doctors	164	12	149	23	161	16	155	11	169	17	130	10	143	12	136	10	126	10	107	17
Total Higher Degrees	933	172	834	232	830	219	809	190	871	167	724	174	623	174	529	183	582	177	529	174
Sub Total	3567	333	3474	389	3644	431	3940	400	4082	365	3679	355	3561	367	3272	407	3332	417	3064	403
Grand Total	3900		3863		4075		4340		4447		4034		3928		3679		3749		3467	
Number of Ceremonies	29		27		28		32		32		31		31		30		28		26	

**Table D5: Summary of grades achieved at undergraduate honors degree examinations, 2004/05
– 1999/2000**

	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
2004/05	17%	59%	20%	2%	2%	100%
2003/04	15%	57%	21%	4%	2%	100%
2002/03	15%	56%	21%	4%	3%	100%
2001/02	14%	55%	24%	5%	3%	100%
2000/01	12%	56%	23%	4%	4%	100%
1999/00	9%	55%	26%	5%	4%	100%

*'Other' includes the following returns: Absent, Allowed B.A., Deferred, Fail, Incomplete, Medical Certificate, Pass, Withdrawn, Withheld, Ungraded, No Result, Clear, Repeat Year, Excluded.

Note: These data exclude Medicine and Dental Science as they have an undivided second class (see Table D6 for information).

Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2004/05

2004/05	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
Faculty of Arts (Humanities)						
B.Ed. (Home Economics)		17	12			29
Music Education	2	4				6
Biblical and Theological Studies	2	8	7	1		18
Education	10	137	31		2	180
History	7	22	10	1	1	41
Law	6	68	5		1	80
Mental and Moral Science	1	9	1			11
Music		5	3			8
Psychology	14	20				34
Faculty total	42	290	69	2	4	407
Percentage distribution	10.2%	71.3%	17.0%	0.5%	1.0%	100%
Faculty of Arts (Letters)						
Classics	3		1			4
Drama and Theatre Studies	2	9	1	1	1	14
Early and Modern Irish		1	3			4
English Studies	9	13	5		2	29
Germanic Languages	1		1			2
Faculty total	15	23	11	1	3	53
Percentage distribution	28.2%	43.4%	20.8%	1.9%	5.7%	100%
Faculty of Business, Economic & Social Studies						
Business Studies	13	40	13			66
Economic and Social Studies	21	112	19	1	1	154
Social Studies	4	20	3			27
Sociology and Social Policy	4	7	6		1	18
Faculty total	42	179	41	1	2	265
Percentage distribution	15.8%	67.5%	15.5%	0.4%	0.8%	100%
Faculty of Engineering & Systems Sciences						
B.Sc. Computer Science - Honors	2	4	5		4	15
B.Sc (Information Systems) Honors	6	35	13		1	55
Computer Science	20	21	10	2		53
Engineering	51	75	47	6	4	183
Information and Communications Technology	3	9	15	5	5	37
Manufacturing Engineering with Management Science	11	13		1		25
Management Science and Information Systems Studies	1	6	6	2		15
Faculty total	94	163	96	16	14	383
Percentage distribution	24.4%	42.6%	25.1%	4.2%	3.7%	100%
Faculty of Health Sciences (excl. Medicine & Dental Science)						
Clinical Speech and Language Studies	2	20	4	1	1	28
Bachelor in Midwifery Studies		3	9	2		14
Nursing Studies (October intake) (results not yet published)					1	1
Nursing Studies (February intake) (results not yet published)						0
Occupational Therapy	1	22	12	1	1	37
Physiotherapy	13	20	3			36
Therapeutic Radiography		14	2			16
Faculty total	16	79	30	4	3	132
Percentage distribution	12.2%	59.8%	22.7%	3.0%	2.3%	100%

Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2004/05

2004/05	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
<i>(...contd.)</i>						
Faculty of Science						
Computational Science: Chemistry		1	1			2
Computational Science: Physics		1		1		2
Human Genetics	3	7				10
Mathematics	8	4	6	1	1	20
Medicinal Chemistry	5	6	5			16
Natural Sciences	26	127	53	5	3	214
Pharmacy	19	44	3		5	71
Physics and Chemistry of Advanced Materials	2	4	4			10
Theoretical Physics	3	5	5	2		15
Faculty total	66	199	77	9	9	360
Percentage distribution	18.3%	55.3%	21.4%	2.5%	2.5%	100%
Multi-Faculty						
B.Sc (Business and Information Technology)	3	26	2			31
Business Studies and a Language	5	26	7	1		39
Computer Science, Linguistics and a Language	3	9	1			13
European Studies-Double Diploma	1					1
European Studies	10	25	5			40
History and Political Science	3	14				17
Law and French	2	5				7
Law and German	3	5				8
Philosophy and Political Science	1	7				8
Two Subject Moderatorship	31	159	73	4	7	274
Faculty total	62	276	88	5	7	438
Percentage distribution	14.2%	63.0%	20.1%	1.1%	1.6%	100%
*Other' includes the following returns: Absent, Allowed B.A., Deferred, Fail, Incomplete, Medical Certificate, Pass, Withdrawn, Withheld, Ungraded, No Result, Clear, Repeat Year, Excluded.						
COLLEGE TOTAL	337	1209	412	38	42	2038
Percentage distribution	17%	59%	20%	2%	2%	100%
Cumulative percentage distribution	17%	76%	96%	98%	100%	
Faculty of Health Sciences - Medicine & Dental Science						
	I	II		PASS	Other**	Total
Dental Science	1	23		16	1	41
Medicine	2	47		51	7	107
Medicine/Dental Science total	3	70		67	8	148

**Other' includes Absent, Excluded, Fail, Incomplete, Medical Certificate, Repeat year

APPENDIX E
New Faculty / School / Vice-Deanery structure 2005/06

Faculty of Arts and Humanities	Faculty of Social and Human Sciences	Faculty of Engineering and Systems Sciences	Faculty of Health Sciences	Faculty of Science
<i>School of Histories and Humanities</i> <ul style="list-style-type: none"> • History • History of Art • Classics • Centre for Gender and Women's Studies 	<i>School of Social Sciences and Philosophy</i> <ul style="list-style-type: none"> • Economics • Political Science • Sociology • Philosophy 	<i>School of Engineering</i> <ul style="list-style-type: none"> • Civil, Structural and Environmental Engineering • Electronic & Electrical Engineering • Mechanical & Manufacturing Engineering 	<i>School of Medicine</i> <ul style="list-style-type: none"> • Anatomy • Clinical Medicine • Medical Gerontology • Obstetrics & Gynaecology • Paediatrics • Pharmacology & Therapeutics • Physiology • Psychiatry • Public Health & Primary Care • Surgery • Histopathology & Morbid Anatomy • Haematology • Immunology • Clinical Microbiology • Unit of Nutrition and Dietetic Studies • Radiation Therapy • Physiotherapy • Occupational Therapy • Centre for Health Services Management 	<i>School of Mathematics</i> <ul style="list-style-type: none"> • Mathematics
				<i>School of Linguistic, Speech and Communication Sciences</i> <ul style="list-style-type: none"> • Centre for Language and Communications Studies • Clinical Speech and Language Studies
<i>Vice-Deanery</i> <ul style="list-style-type: none"> • School of English • Centre for European Studies • School of Drama and Theatre Studies • Department of French • Department of Germanic Studies • Department of Hispanic Studies • School of Irish & Celtic Languages • Department of Italian • Department of Russian • School of Music • School of Religions and Theology 	<i>School of Business</i> <ul style="list-style-type: none"> • Business Studies 		<i>School of Dental Science</i> <ul style="list-style-type: none"> • Oral Surgery Oral Medicine & Oral Pathology • Public & Child Dental Health • Restorative Dentistry and Periodontology 	<i>School of Physics</i> <ul style="list-style-type: none"> • Physics
	<i>School of Psychology</i> <ul style="list-style-type: none"> • Psychology 			<i>School of Chemistry</i> <ul style="list-style-type: none"> • Inorganic and Synthetic Materials Chemistry • Organic, Biological and Medicinal Chemistry • Physical, Computational and Materials Chemistry
	<i>Vice-Deanery</i> <ul style="list-style-type: none"> • School of Education • School of Law 			<i>School of Biochemistry and Immunology</i> <ul style="list-style-type: none"> • Biochemistry • Immunology
				<i>School of Nursing and Midwifery</i> <ul style="list-style-type: none"> • General Nursing • Psychiatric Nursing • Intellectual Disability Nursing • Paediatric Nursing • Midwifery
			<i>School of Pharmacy and Pharmaceutical Sciences</i> <ul style="list-style-type: none"> • Pharmacy 	

APPENDIX F

Broad Curriculum Cross-Faculty Courses on offer in 2004/05

- *Art and Society* - Department of History of Art and Architecture
- *Citizens, Politics and Decisions* - Department of Political Science
- *Critical Thinking* - Department of Psychology
- *Contact, Conflict and Conquest: Dynamics of Modern History* - Department of Modern History
- *Global Environmental Change* - Department of Botany
- *Globalisation: Changing Worlds, Changing Minds* - Departments of Geography and Sociology
- *Ireland's Changing Landscapes* - Departments of Geography and Geology
- *Sustainable Development and the Law* - School of Law
- *The Challenge of Development: Achieving the Millennium Development Goals in Developing Countries.* - Department of Economics
- *Understanding Literature* - School of English
- *Working with Film: History, Context and Detail* - School of Drama

APPENDIX G

Learning Innovation Projects – Funded Projects 2005

Title	Project Leader	Department	Amount Awarded €
<i>Departmental Initiatives</i>			
Web based learning for development studies: exploration and use of video streaming for online distance learning	Prof. Alan Matthews	Economics and Education	8,000
Pedagogic innovation to implement Inclusive Studies for students with intellectual disabilities	Dr Patricia O'Brien	National Institute for the Study of Learning Difficulties	5,000
Biomechanics e-learning module	Mr. Garry Lyons	Mechanical & Manufacturing Engineering	5,000
Expansion of Anatomy WebCT Resources in response to increasing student demand/usage response	Dr. Paul Tierney	Anatomy	10,000
Developing a protocol and tools for programme evaluation	Ms. Sylvia Huntley-Moore	Nursing and Midwifery	4,000
Virtual instrumentation – making spectroscopy real	Dr. Sylvia Draper	Chemistry	10,000
Curriculum design and assessment methods for water science and technology	Prof. Nick Gray	Trinity Centre for the Environment	1,000
Trinity Access Programmes	Mr. Ray O'Neill	Trinity Access Programmes	8,000
<i>Individual Projects</i>			
The acquisition for digital video production computer equipment for curriculum development and the enhancement of teaching & learning methods within Film Studies	Dr. Paula Quigley	Drama (Film Studies)	1,239
Gender and Technology	Dr. Maryann Valiulis	Centre for Gender & Women's Studies	5,000
The essential early modern European experience	Dr. Helga Robinson-Hammerstein	Modern History/ European Studies	3,800
Teaching communication for nursing care	Ms. Honor Nicholl	Nursing and Midwifery	3,000
Re-designing research methods module for case-based teaching	Ms. Mandy S. Lee	Health Policy and Management	500
Development of an interactive web based continual assessment for Pharmacology	Dr. Paul Spiers	Pharmacology & Therapeutics	1,000