

University of Dublin



Trinity College

**SENIOR LECTURER'S ANNUAL REPORT
2005/06**

(including Admissions Data for 2006)

Colm Kearney
Senior Lecturer
November 2006

CONTENTS

	Page
I. Introduction and Summary	1
II. Applications and Admissions 2006	2
Student Applications and Admissions	2
Entrance Exhibitions	3
Matriculation Examination	4
Non-traditional Admissions and Access Initiatives	4
New Entrants Survey	7
Schools Liaison Activities	8
III. Student Population	10
IV. Academic Staff	12
New Academic Appointments	12
Staff:Student Ratios	12
V. Academic Progress	13
Junior Freshman Students Successfully Completing the Year	13
Students Off-books	13
Foundation Scholarship Examination	13
External Examiners	14
Commencements, Firsts and Gold Medal Awards	14
Distribution of Grades Achieved at Degree Examinations 2006	14
Student Retention	15
VI. New Course Developments	17
Courses Approved for Delivery in 2006/07	17
Courses Launched in 2005/06	18
VII. Academic Developments	19
Academic Restructuring	19
Modularisation and Academic Year Structure	20
Strategic Innovation Fund	20
Broad Curriculum	20
The Bologna Process	21
Centre for Academic Practice and Student Learning	22
VIII. Quality Issues	24
Academic Departmental Reviews	24
Service Department Reviews	24
Sectoral Initiatives	24
HEA Review of Quality Assurance in Irish Universities	24

LIST OF FIGURES AND TABLES CONTAINED IN THE MAIN REPORT

FIGURES

		Page
Figure 1	Ratio of first preference applications to quotas 2006, 2005, 2004	2
Figure 2	First preference applications and numbers registered 2006, 2005, 2004	2
Figure 3	Entrance exhibition awards 2006, 2005, 2004	3
Figure 4	Repeated survey of undergraduate new entrants, 2006, 2005, 2004	8
Figure 5	Geographical distribution of student population, 2005/06	10
Figure 6	Gender breakdown of student population 2005/06	10
Figure 7a	Percentage of students by category, 2005/06	11
Figure 7b	Percentage of postgraduate students by category, 2005/06	11
Figure 8	Reasons for students going off-books 2005/06, 2004/05, 2003/04	13
Figure 9	Foundation & non-foundation scholarships 2006, 2005, 2004	13
Figure 10	First class degrees and gold medals 2005/06, 2004/05, 2003/04	14
Figure 11	Percentage of first class degrees and gold medals by faculty, 2005/06	14

TABLES

Table 1	TCD matriculation examination 2006-2001	4
Table 2	Number of applicants with a disability, 2006, 2005 and 2004	5
Table 3	Number of students entering College through the Higher Education Access Route (HEAR) 2002-2006	7
Table 4	Number of Admissions to College through Trinity Access Programmes 2005/06	7
Table 5	Information Sources for students on Trinity College	8
Table 6	New academic appointments 2005/06 and 2004/05	12
Table 7(a)	Courses launched in 2006/07	17
Table 7(b)	Courses launched in 2005/06	18

APPENDICES

	Page
Appendix A Applications and Admissions 2006	A1
Figure A1 Total number of CAO applications to full-time undergraduate degree courses in TCD (all preferences and first preferences) 2006, 2005, 2004	A2
Figure A2 Total number of CAO applicants to all universities 2006, 2005, 2004	A2
Figure A3 Ratio of CAO applications (all preferences) to quota 2006, 2005, 2004	A3
Table A1(a) Total number of applications: direct entry courses 2006, 2005, 2004	A5
Table A1(b) Number of students admitted under the Mature Student Dispensation Scheme by faculty, 2006 - 2002	A6
Table A2(a) Courses not meeting quota in 2006	A7
Table A2(b) Courses not meeting quota in 2005	A8
Table A3 Ratio of total and eligible CAO applications to quota for 2006, 2005, 2004	A9
Table A4 Ratio of total and eligible CAO applications to quota for Two Subject Moderatorship Courses 2006, 2005, 2004	A11
Table A5 CAO first preference applications - quotas, points, number registered 2006, 2005, 2004	A12
Table A6 CAO first preference applications - quotas, points, number registered, Two Subject Moderatorship courses 2006, 2005, 2004	A14
Table A7 Total number of applicants to universities, DIT, other ITs, Colleges of Education and private colleges (all preferences) 2006, 2005, 2004	A15
Table A8 Percentage rate of acceptances to offers 2006-2002 (CAO round 1)	A16
Table A9 Percentage rate of acceptances to offers, TSM courses 2006-2002 (CAO round 1)	A18
Table A10 Distribution of points within each course - undergraduate new entrants 2006	A19
Table A11 Distribution of points within each TSM course - undergraduate new entrants 2006	A22
Table A12 Two Subject Moderatorship course: 2006 final minimum entry levels	A23
Table A13 Repeated survey of undergraduate new entrants 2006, 2005, 2004	A24
Appendix B Student Population	B1
Table B1 Geographical distribution of the student body, 2005/06	B1
Table B2 Student numbers, 2005/06 – 2000/01	B1
Appendix C Academic Staff	C1
Table C1 Appointments by faculty, 2005/06	C1
Table C2 Appointments by qualification, 2005/06	C1
Table C3 Appointments by gender, 2005/06	C2
Tables C4 (a-h) Staff:student ratio data	C3
Appendix D Academic Progress	D1
Table D1 Junior Freshman full-time degree students successfully completing the year, 2005/06 – 1996/97	D1
Table D2 Foundation and non-foundation scholarships awarded by course 2006, 2005, 2004	D3
Table D3 External examiners for undergraduate courses appointed to examine in 2005/06	D4
Table D4 Degrees conferred, 2005-1996	D5
Table D5 Summary of grades achieved at undergraduate honors degree examinations in 2005/06 – 2000/01	D6
Table D6 Distribution of grades achieved by course at undergraduate degree examinations in 2005/06	D7

Appendix E New Faculty/School/Vice-Deanery Structure	E1
Appendix F Broad Curriculum Cross-Faculty Courses on Offer in 2005/06	F1
Appendix G Learning Innovation Projects - Funded Projects 2005/06	G1

SENIOR LECTURER'S ANNUAL REPORT 2005/06

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 eleventh 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 2005/06. Admissions data for 2006 are also included.

During 2005/06, the area of academic policy and planning was dominated by the academic restructuring process undertaken by the College and by coordinating and leading College's submission for the Strategic Innovation Fund. 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 work of the Bologna Desk in supporting aspects of the Bologna Process in College continues to progress, and the Senior Lecturer's Area is also supporting the Working Group on Modularisation and Academic Year Structure.

The educational strategy set out in the Strategic Plan 2003-08 and updated in the Strategic Plan Update 2006 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. During the year, CAPSL appointed a new Director to oversee the future development of the Centre and an Academic Practice Manager to oversee the development of the Centre's programmes in promoting teaching and learning excellence. 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. Other activities emphasised in the College's Strategic Plan and reported on in this Annual Report include support for student learning and retention through student services and CAPSL, and the Broad Curriculum initiative.

II. APPLICATIONS AND ADMISSIONS 2006

Student Applications and Admissions

In 2006 Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system (12% in 2005 and 2004). In general, course quotas were met. There was an overall College ratio of 2.6:1 (2.9:1 in 2005) of first preference applications to course quotas. The Faculty of Health Sciences was the highest this year at 4:1 (4.3:1 in 2005), this is due to the introduction of two new courses, Bachelor in Midwifery and Integrated Children's and General Nursing. See Table A5 on pages A12-A13 in the Appendices.

Figure 1: Ratio of first preference applications to quotas 2006, 2005, 2004

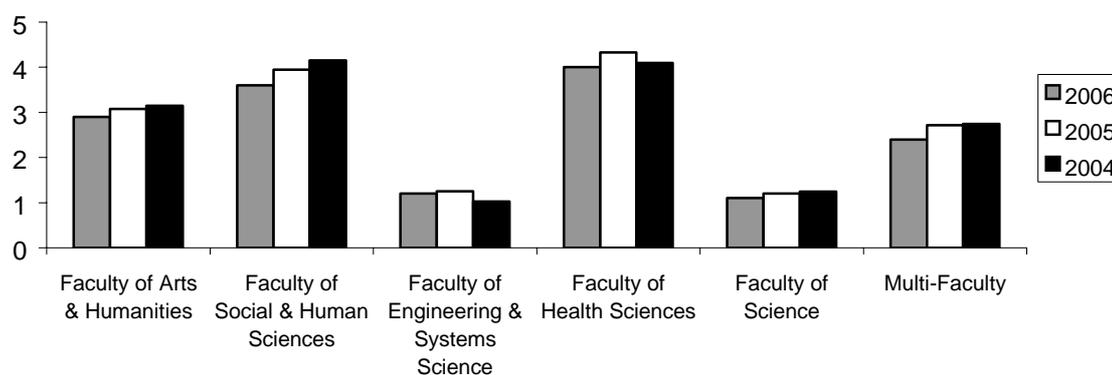
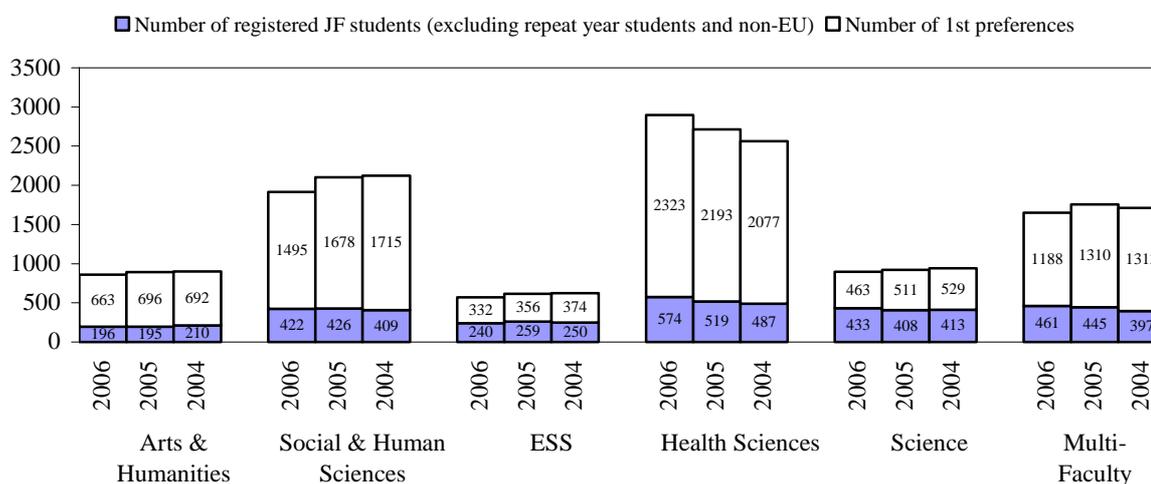


Figure 2: First Preference Applications & Numbers Registered 2006, 2005, 2004



Out of a total of 50 undergraduate full-time single and joint honor CAO courses (excluding TSM), nine (18%) did not meet their quota because of insufficient applications, and of 25 TSM subjects, four (16%) did not meet their quota for the same reason (see Table A2(a) on page A7 in the Appendices).

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

Entrance Exhibitions

2006

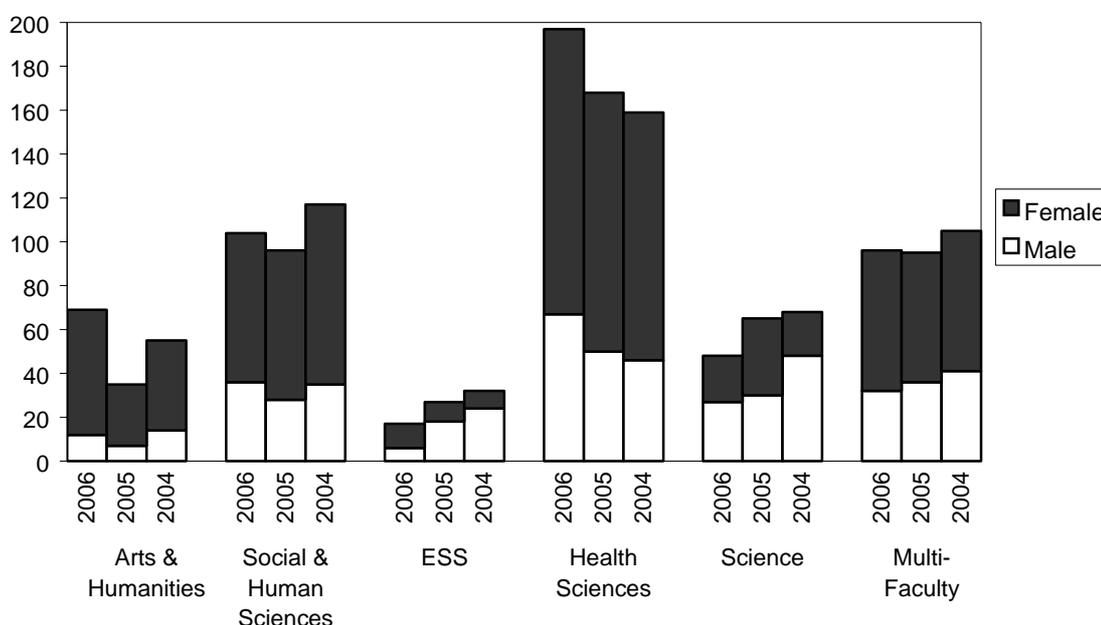
On the basis of public examination results, entrance exhibitions are awarded to EU new entrants to full-time undergraduate degree programmes who achieve a minimum of 545 points. Five hundred and thirty one (531) students were awarded an entrance exhibition in 2006 representing 23% of the Junior Freshman class for 2006-07. A total of 50,955 pupils sat the Leaving Certificate examination in 2006. Of those that applied to the CAO 1,691 achieved 545 points or more and 434 (26%) of these students accepted a place at Trinity College. Entrance Exhibitions were also awarded to ninety-one (91) A-level students and six students with other EU qualifications.

Sixty-six (66%) per cent of entrance exhibitioners were female in 2006 (65% in 2005). A reception for all entrance exhibitioners, parents and school principals was held over three evenings in November 2006.

2005

Four-hundred and ninety one (491) students were awarded an entrance exhibition in 2005 representing 22% of the Junior Freshman class for 2005-06. A total of 54,069 pupils sat the Leaving Certificate examination in 2005. Of those that applied to the CAO, 1,537 achieved 545 points or more and 407 (26%) of these student accepted a place 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 was held over three evenings in November 2005.

Figure 3: Entrance exhibition awards 2006, 2005, 2004



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. Thirty eight (25 in 2005) candidates presented for the Geology examination, and two for Biblical Studies in 2006 (0 in 2005).

Table 1: TCD Matriculation examination, 2006 – 2001

	2006	2005	2004	2003	2002	2001
Biblical Studies	2	-	-	-	-	-
Geology	38	25	21	19	25	20
Russian	N/A	N/A	N/A	N/A	18	8
Total	40	25	21	19	43	28

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 2006 a total of 326 (340 in 2005) non-traditional students registered on undergraduate degree programmes, representing 14% of the CAO intake. Sixty six percent (66%) of the non-traditional students registered in 2006 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 2006, 2005 and 2004

Applications	2006	%	2005	%	2004	%
Total number of applicants who disclosed a disability on the CAO application form	487		442		323	
Number of applicants who completed 'supplementary information form'	358	74%	337	76%	224	69%
Number of applicants eligible for consideration on grounds of disability	170	35%	194	44%	134	41%
Number of applicants who matriculated (eligible applicants)	109	22%	101	23%	62	19%
Number of offers to eligible applicants	59 (44 on merit)	54%	34	34%	36	58%
Number of registered students	24	41%	34	100%	32	89%

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 greater than the numbers stated above (forty-one students had declared a disability by 1st November 2006).

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

In 2006, 748 mature applicants applied under the Mature Student Dispensation Scheme, of whom 155 (21%) were offered places and of these 123 (16%) registered. Applicants under this scheme must be 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 a decrease of 6% on last year in mature student applications (798 in 2005).

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. Ninety three mature students registered in the nursing degrees in 2006 (72 in 2005).

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 aimed at increasing the participation rate at third level of young adult and mature students from under-represented socio-economic groups. The programmes were established as part of an overall strategy to address low progression rates to third level by students in some socio-economic groups through collaborative work with schools, parents and communities. 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 needs. 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 College including the Library, Student Counselling, Disability Services, Health Service, Accommodation 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. TAP also receives support from a number of individual and corporate donors.

1. Primary and Second-Level Programmes

The Primary and Second-Level Programmes link Trinity College with schools which have little or no tradition of progression to third-level. The Primary Schools Initiative, with 19 link primary schools, focuses activities for fifth and sixth class pupils. TAP is assisted by about 30 College departments each year in developing and delivering activities. The Second-Level Programme delivers pre-entry activities throughout the second level school cycle, and aims to increase the number of students who complete their second-level education and who proceed to third-level education. There are currently 20 link secondary schools.

2. Foundation Course for Higher Education - Mature Students

This one-year foundation course is aimed at mature students from socio-economically under-represented groups who have not yet realised their full educational potential. Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education. Students compete for entry to Trinity College places reserved for mature students and offers are made conditional on attaining an overall grade of 2.2 or higher (2.1 in Psychology, Law and Pharmacy) on the Foundation Course.

Twenty-six (26) students registered in 2006/07.

3. Foundation Course for Higher Education - Young Adults

This is a one-year foundation course that caters for young adults (17-20 years old) from under-represented socio-economic groups 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.

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 six students registered in 2005-06 (25 in 2004/05), and 23 of those successfully completed the course. Twenty-two students progressed to undergraduate programmes in Trinity College and one student progressed to a College of further education.

Twenty-seven (27) students registered in 2006/07.

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 2006, 86 students entered College through this route (75 in 2005).

Table 3: Number of Students entering College through the Higher Education Access Route (HEAR) 2002-06

<i>Year</i>	<i>Number of students</i>
2002	52
2003	54
2004	86
2005	75
2006	86*

*Three of 86 deferred their places.

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; and Plunket College, Dublin 9. The course was run on a pilot basis in 2004/05 and the CDVEC colleges, supported by Trinity College, successfully negotiated with the Further Education and Training Awards Council (FETAC) for accreditation within the National Qualifications Framework. Twelve students from this scheme progressed to undergraduate courses in Trinity College in 2006 (13 in 2005).

Table 4: Number of Admissions to College through the Trinity Access Programmes 2005-06

<i>Entry Route</i>	<i>Number of Students 2006</i>
Full points	17
Concession on points	44
Foundation Course – Mature Students	13*
Foundation Course – Young Adults	22
CDVEC Colleges	
- Liberties Liberal Arts	3
- Pearse College	5
- Plunket College	4
Total	108

*Includes one TAP student who completed Foundation Course in 1998

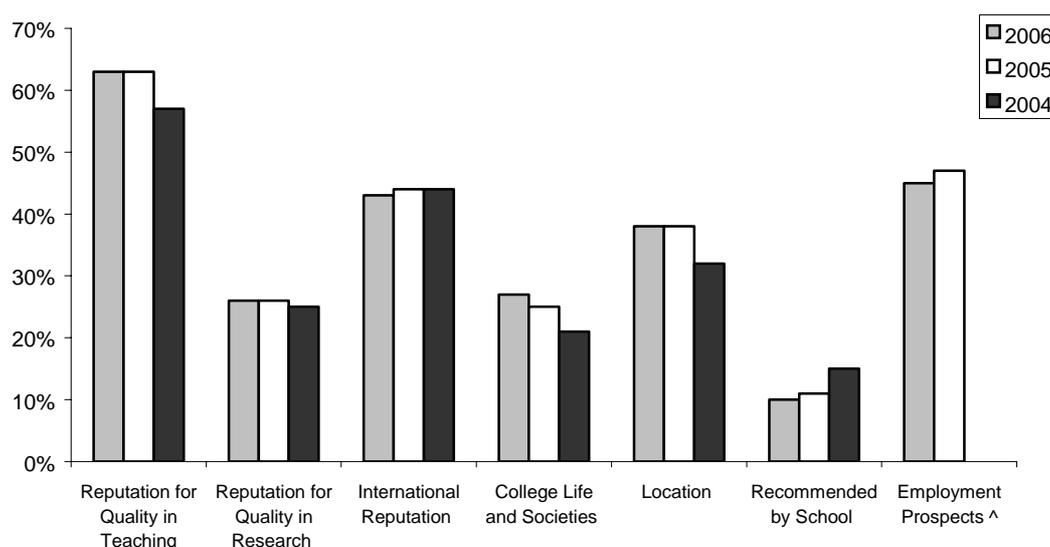
New Entrants Survey

A survey conducted in October 2006 of full-time new entrants to undergraduate degree courses sought to establish their motivation for registering in TCD. Figure 4 below illustrates the significant findings of this survey. One thousand, three hundred and thirty-four (1,334) students responded to the survey representing 42% of registered new entrants – EU and non-EU (3,190).

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%), employment prospects (45%), international reputation (43%) and location (38%) were identified as the main reasons for choosing Trinity College.

Figure 4: Repeated survey of undergraduate new entrants, 2006, 2005, 2004



^ Figure not available for 2004

Students continue to use a variety of sources when researching their third level options and the fact that students will often name more than one information source as ‘most important’ suggests that students are extracting different information of equal value from different sources. The following table indicates the percentage of students who sought information from a particular source (note: the table will not sum to 100% as students used many different information sources.)

Table 5: Information sources for students on Trinity College

Where did you source information on Trinity College?	%
Internet	87
College Prospectus	69
Open Day	58
Guidance Counsellor	34
Family Member	30
Friend	28
Careers Fair	24
School Visit	9
Admissions Office	8

Schools Liaison Activities

Schools Liaison activities in the academic year 2005/06 included the following.

(a) College Open Day

The College hosted its annual Open Day on Wednesday 13 December 2005. Guidance Counsellors and senior cycle students from all second level schools in Ireland were invited to attend. Responses to the invitation were received from over 176 schools. It is estimated that over 6,500 potential students attended the event, including many prospective mature student applicants and UK applicants.

Responses to the invitation indicated that up to 6,219 students from over 176 schools attended the event. There were many prospective mature student applicants (approximately 240 people

attended the talks for mature students) and there were also a number of U.K. applicants visiting with their parents. There were significant changes to the presentation of some courses at the Open Day – particularly the BESS and Two-Subject Moderatorship programmes.

Fifty-eight percent (58%) of new entrants to full-time undergraduate programmes attended this event and found it to be a valuable source of information about the College.

Many other events are run by individual schools and departments throughout College.

(b) Regional Careers Conventions and School Visits

During the academic year 2005/06 College was represented at 35 Careers Events countrywide organised either by schools, local branches of the Institute of Guidance Counsellors (IGC), regional business-education partnerships or by commercial bodies such as FAS or the Irish Times. In addition, the Faculty of Engineering and Systems Sciences was present at a number of the STEPS (Science, Technology & Engineering Programme for Schools) events and the Faculties of Engineering and Systems Sciences and Science were represented at the ESAT ‘Young Scientist’ exhibition. Some course co-ordinators have established a programme of visits to schools to promote specific courses.

The Admissions Office continued to support the annual Salter’s Chemistry Festival for primary school pupils. This year’s event took place on May 20th 2006 with 15 schools taking part.

(c) Links with Guidance Counsellors

College was represented at most of the careers fairs hosted by the Institute of Guidance Counsellors (IGC) and was present at each of the six autumn meetings for Guidance Counsellors hosted by the Central Applications Office.

(d) College Prospectus and other applications materials

Sixty nine percent (69%) of 2006 New Entrants surveyed (74% in 2005) indicated that they had consulted the *Prospectus* when considering Trinity for third level (see Table 5 above). This underlines the importance of printed media in providing information to prospective applicants.

The 2006 edition of the *College Prospectus* outlining the new academic structure was delivered to all schools and independent Guidance Counsellors by mid-September 2005. A further 10,000 copies were distributed directly to second-level students at the annual Higher Options Careers Fair at the end of September and the remainder were distributed throughout the year at education and careers events, on school visits and in response to e-mail or postal requests.

Following the posting of a TCD profile on the nightcourses.com section of the Learning Ireland website there was a noticeable increase in the number of e-mail requests for the Afternoon, Evening and Weekend Course brochure.

(e) Admissions website

The proportion of new entrants using the World Wide Web to access information on universities, colleges and courses remains substantial at 87% of 2006 new entrants. While the information, particularly in relation to course outlines, is identical to that which is published in hard copy, the web-pages offer links to other sections of the TCD website that are particularly relevant to prospective undergraduate applicants. College publications such as the undergraduate, postgraduate and evening course brochure, are available to view on-line or download.

III. STUDENT POPULATION

In total, there were 15,322 registered students in 2005/06 (15,264 in 2004/05). Of these, 84% were from the Republic of Ireland, 3% from Northern Ireland, 7% from other EU countries, 3% from North and Central America and 3% from other parts of the world. In 2005/06, 61% of the student population was female and 39% was male.

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

Figure 5: Geographical distribution of student population 2005/06

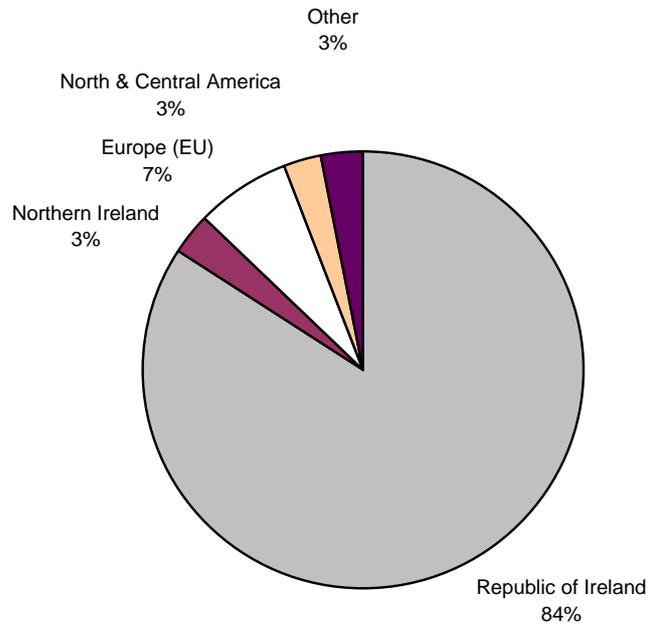


Figure 6: Gender breakdown of student population 2005/06

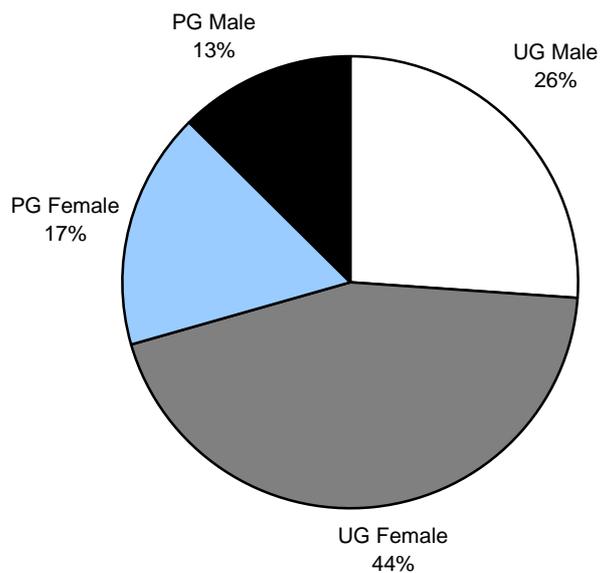


Figure 7a: Percentage of students by category 2005/06

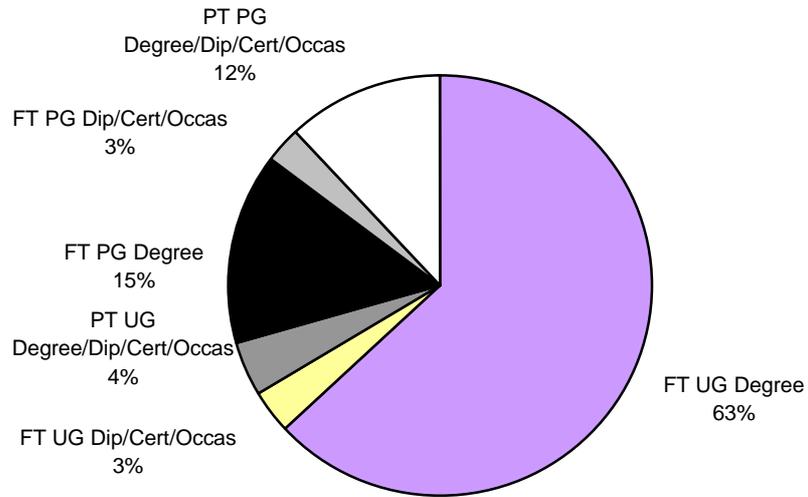
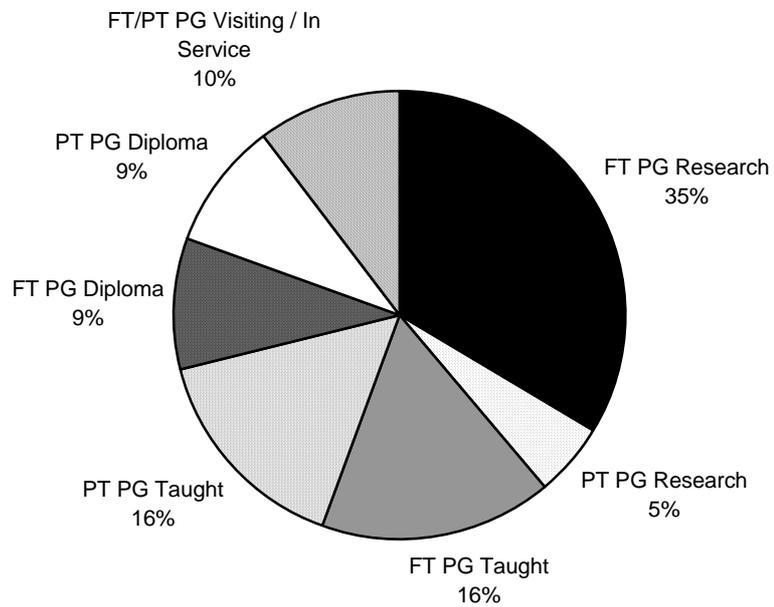


Figure 7b: Percentage of postgraduate students by category 2005/06



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 2005/06, 78 new academic appointments were made as illustrated below in Table 6. Of the 78 appointments made, 8 were to Chairs, 1 to a Senior Lectureship and 69 to Lectureships.

Of those appointed, 59% (55% in 2004/05) held doctoral degrees and a further 38% (31% in 2004/05) held at least one postgraduate or professional qualification of equivalent standing below doctoral level (13% are in Lecturer/Registrar positions who have higher professional medical qualifications). Three percent (3%) (two staff) held primary degrees only at the date of appointment (14% in 2004/05).

In 2005/06 29% (14% in 2004/05) of appointments were permanent and 71% (86% in 2004/05) were on a contract basis. Doctoral degrees were held by 83% of those appointed to permanent positions and 50% of those appointed to contracts of indefinite duration.

See tables C1, C2 and C3 in the appendices for further data on appointments in 2005/06.

Table 6: New academic appointments 2005/06 and 2004/05

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*	Lecturer / Registrar	Total
2005/06								
23	4	2	1	8	10	20	10	78
29%	5%	3%	1%	10%	13%	26%	13%	100%
2004/05								
8	5	3	0	11	8	18	5	58
14%	9%	5%	0%	18%	14%	31%	9%	100%

Staff:student ratios

Staff:student ratios in 2005-06 ranged from 1:14 in the Faculty of Engineering and Systems Sciences (1:17 in 2004-05) to 1:21 in the Faculty of Social and Human Sciences (1:24 in 2004-05). The overall College ratio was 1:17 (1:18 in 2004-05).

Overall data for Health Sciences does not include that for the School of Dental Science, as staff FTE data are not yet available from the School. (The data will be updated when this is available and an amended version included in this report when it is published on the Senior Lecturer's Office website.)

Staff:student ratio calculations for 2005-06 do not include postgraduate research students who were live for thesis only, as this is an administrative status only and the students are not registered students.

Further details are provided in tables C4 (a) – C4(h) on pages C3-C10. These data have been presented according to the new Faculty structure in 2005-06, and for comparative purposes, 2004-05 data has also been recalculated according to the 2005-06 academic structure.

V. ACADEMIC PROGRESS

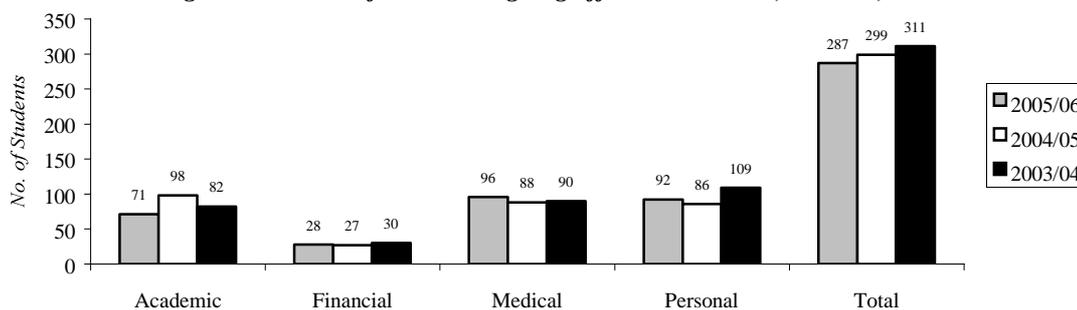
Junior Freshman Students Successfully Completing the Year

The percentage of full-time Junior Freshman degree students who successfully completed the year in 2005/06 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 completion rates it should be noted that in courses with low student numbers, a small number of failures produces a very low percentage completion rate. Junior Freshman completion rates of 75% or less are found in six areas (see Table D1 in the Appendices). Directors of Teaching and Learning (Undergraduate) normally 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 completion 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 completion 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 2005/06 a total of 287 students were off-books compared to 299 in 2004/05 and 311 in 2003/04. The principal grounds for being off-books in 2005/06 were medical (33%) compared to academic (33%) in 2004/05.

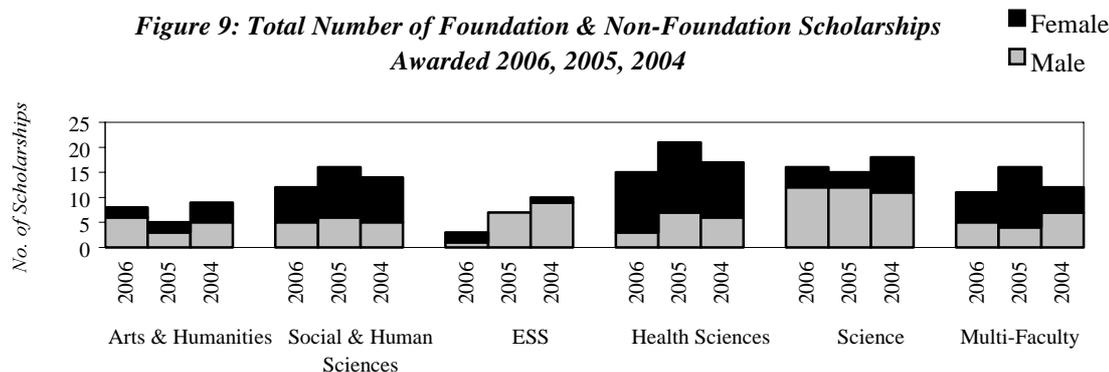
Figure 8: Reasons for students going off-books 2005/06, 2004/05, 2003/04



Foundation Scholarship Examination

A total of 410 students presented for the Foundation Scholarship examination in 2006 (383 in 2005). Sixty-five Foundation and Non-Foundation Scholarships were awarded in 2006 (80 in 2004). This represents 16% of those presenting for the examination. Thirty-three (51%) of Scholarships were awarded to females and 32 (49%), to males. Details of Scholarships awarded by course are given in Table D2 in the Appendices.

Figure 9: Total Number of Foundation & Non-Foundation Scholarships Awarded 2006, 2005, 2004



External Examiners

External Examiners play a crucial role in ensuring the quality of degree programmes and best practice in examining. A total of 151 (151 in 2004/05) external examiners were appointed to examine undergraduate programmes in 2005/06, of whom 99 (comprising 66%) 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 in the Appendices.

Commencements, Firsts and Gold Medal Awards

In 2005, 30 commencement ceremonies were held during which 4,036 (3,900 in 2004) degrees were conferred (2,767 primary degrees and 1,269 higher degrees). For more detail see Table D4 in the Appendices.

A total of 346 students received first class honors (primary) degrees in 2005/06 (340 in 2004/05). Of these, 54 were awarded Gold Medals (50 in 2004/05).

Figure 10: First class degrees & gold medals 2005/06, 2004/05, 2003/04

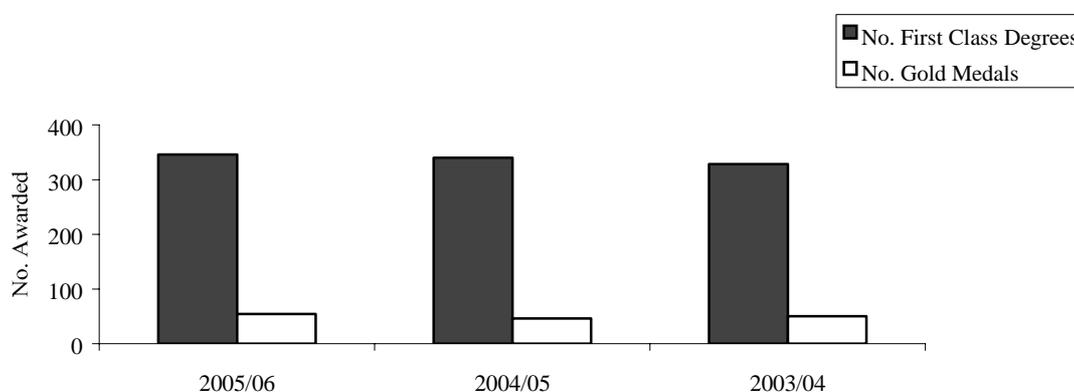
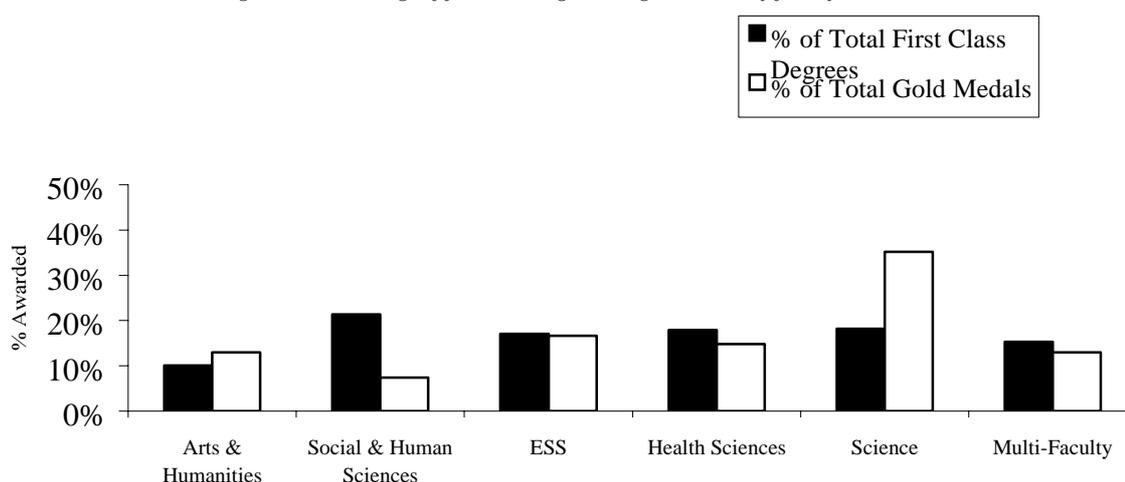


Figure 11: Percentage of first class degree and gold medals by faculty 2005/06



Distribution of Grades achieved at Degree Examinations 2006

In 2005/06, 16% (17% in 2004/05) of students achieved a first class result at their degree examination, 51% (59% in 2004/05) achieved a second class first division, and 23% (20% in 2004/05) 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 2005/06 is given in Table D6 on pages D7-D8.

Student Retention

College undertook several activities to promote student retention during 2005/06. As in previous years, the Student Counselling Service received funding from the Higher Education Authority for work in this area under the following Strategic Initiatives:

Targeted Counselling and Research Initiative for Junior Freshman Students and Learning Support Programme

These initiatives are run by the Learning Support Services in the Student Counselling Service and in the School of Linguistic, Speech and Communication Sciences, in co-operation with the academic practice section of the Centre for Academic Practice and Student Learning (CAPSL). In efforts to improve learning support for all students a three-pronged approach has been adopted: individual consultations, generic non-discipline specific support (e.g. workshops) and discipline specific support (e.g. department sessions, subject-based resources).

Specific student learning development activities included the following which are now part of an annual programme:

- Web interventions for orientation
- One to one appointments for Junior Freshmen students
- Workshops on transition and adjustment for Junior Freshmen students
- Workshops on learning and personal development issues attended by 520 students
- Workshops/sessions based in departments on relevant learning development topics attended by over 500 students
- Study skills sessions for the Mature Student Welcome Programme attended by over 100 mature students
- Work with Directors of Teaching and Learning and other academic staff to embed learning support into the curriculum
- Specialised individual assistance for individual learning needs of over 100 students

The Learning Support Service retention activities included:

- Screening of new entry TAP Mature Foundation program students during the summer
- Psychological screening for specific learning difficulties during the academic year
- Maintenance of a system of in-house psycho-educational assessment (3 trained psychologists)
- Referral to College Tutorial, Disability, Health and Counselling services when required
- Provision of 330 individual learning development sessions to 70 students
- Provision of direct advice to academic staff on strategic approaches to language disadvantage and other specific performance issues and the promotion of research and publication

The Peer Support Programme

This programme trained 64 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 137 students benefited from either training or direct support for difficulties placing them at risk of dropping out. Interventions included face-to-face consultations with supportive peers, online peer support responses to students posting concerns, email responses to students requesting advice and information at peer@tcd.ie, peer-led training courses for teaching communication and social integration skills, collaboration with the College Health Service on health promotion initiatives, and collaboration with the School of Psychology on a project to support students with Asperger's Syndrome.

Peer Learning in Modern Languages

This is a joint project between the Student Counselling Service and language-teaching departments in the Schools of Histories and Humanities and Languages, Literatures and Cultural Studies. The process of embedding peer learning in the structures and practices of Departments involved in the provision of language learning continued in 2005/06. Funds were made available

to pay for coordinators in the Departments of Russian, Germanic and Hispanic Studies. Progress was made this year in providing support not only for groups of first-year students with second-year tutors, but also for groups of second- and third-year students with third- and fourth-year tutors.

Mathematics Support

A Mathematics Help Room in the School of Mathematics provided peer support to students with the mathematics components of their courses. Approximately 400 visits were made to the mathematics help room by students. In total 80 students from different faculties received support with mathematics, with the average being five sessions per participant.

VI. NEW COURSE DEVELOPMENTS

The following courses were approved for delivery in 2006/07:

Table 7(a): Courses approved for delivery in 2006/07

COURSE	NO. OF STUDENTS	QUOTA
UNDERGRADUATE		
<u>Degree</u>		
<i>Faculty of Health Sciences</i>		
Bachelor in Midwifery	40	40
B.Sc. Nursing – Children’s and General Integrated	20	20
Total Undergraduate Degree	60	60
POSTGRADUATE		
<u>Degree</u>		
<i>Faculty of Social and Human Sciences</i>		
MSc in Applied Psychology	ft 20 } pt 10 }	30
M.Ed (revised)	ft 10 } pt 53 }	100
<i>Faculty of Arts and Humanities</i>		
MPhil in Comparative Literature	3	20
<i>Faculty of Health Sciences</i>		
Master in Palliative Care *	0	15
MSc in Neuroscience	11	12
<i>Faculty of Science</i>		
MSc in Chemical and Biological Techniques *	0	14
Master in Biodiversity and Conservation *	0	25
Total Postgraduate Degree	107	216
<u>Diploma</u>		
<i>Faculty of Health Sciences</i>		
Postgraduate Diploma in Cognitive Psychotherapy	11	20
Higher Diploma in Children’s Nursing	14	15
Total Postgraduate Diploma	25	35

*These courses were approved by Council towards the end of Trinity Term 2005/06 and there was insufficient time to recruit adequate student numbers and prepare the courses for launch in 2006/07.

The following courses were launched in 2005/06:

Table 7(b): Courses launched in 2005/06

COURSE	NO. OF STUDENTS	QUOTA
POSTGRADUATE		
<u>Degree</u>		
<i>Faculty of Arts and 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.

VII. ACADEMIC DEVELOPMENTS

Academic Restructuring

In April 2004 the Board of Trinity College approved a change programme that embraces (i) academic restructuring, (ii) the introduction of an academically-based resource allocation model, and (iii) administrative reform.

(i) Academic restructuring

Board approved a flat academic structure of approximately 14 Schools under a faculty 'light' arrangement and envisaged a programme of decentralisation of administrative and support services to the new Schools. During the academic year 2005-06, Trinity College commenced a programme of restructuring and by the end of July 2006, the former academic structure which comprised of sixty-four (64) individual departments grouped into six faculties was replaced by a structure¹ comprising twenty-one (21) Schools, two Vice-Deaneries² and the Irish School of Ecumenics. This flat structure consisting of 24 academic units poses considerable governance challenges, and in July 2006 the Board approved, in principle, the establishment of three or five 'clusters' of Schools. A working group of Board on restructuring is now investigating this option with a view to making a recommendation to Board at the end of Michaelmas Term.

(ii) Academically-based resource allocation model

Trinity College developed an academically-based resource allocation model (ARAM) and applied this model in 2004-05 and in 2005-06. It was envisaged that the ARAM would be implemented over a four year period. While it is generally accepted that the ARAM provides greater transparency and accountability throughout the College, there is some concern that the timeframe for its full implementation is too ambitious, and thus this timeframe is currently being reviewed. A holistic review and refinement of the model is on-going.

(iii) Administrative reform

During 2005-06 two separate Taskforces considered administrative reform: Taskforce 1, concerned with matters relating to location, value for money and new structures of Trinity's administrative and support services, reported to Board in July 2006. This Taskforce recommended, among other things, that in order to achieve optimum value and economies of scale in the delivery of administrative and support services to underpin academic activity, the 24 academic units should be grouped into three clusters. This option is now being considered as part of the remit of the working group on restructuring. The second Taskforce, concerned with the number and role of Academic Officers and College central governance, suspended its activity until a decision is taken on the final organisation of the academic structure.

Governance in transition

The evolution of a flat structure comprising 24 academic units has created a disconnection between the Schools and the principal decision-making committees of the University. Furthermore, the current administrative and support services structure is unable to respond in a timely and cost-effective manner to the demands of 24 academic units, and there is considerable duplication of effort. Despite the devolution of budgetary control to Schools, decision-making is still by means of the central committee structures. The committees representing the new academic structure, such as the Heads of School Committee, the Undergraduate Teaching and Learning Committee, the revised Graduate Studies Committee, and Committee of Directors of Research, have added an additional administrative layer. These committees represent the core academic activity of the university, but in this transition phase of restructuring, they are disconnected from the principal decision-making bodies, namely, the Board, Council and Executive Officer Group.

¹ See the local homepage <http://www.tcd.ie/local/structures/>

² Vice Deaneries comprise departments that have not yet formed into a School

Modularisation and Academic Year Structure (<http://www.tcd.ie/local/modularisation>)

In March 2006, the Committee of Heads of School and the University Council approved draft terms of reference for a Working Group on Modularisation and Academic Year Structure to examine the case for and against adopting a modular course structure and/or a different academic year structure. The Working Group has met on a number of occasions and is chaired by the Senior Lecturer. It is envisaged that the Working Group will bring forward an interim report for consideration by College committees in Hilary Term 2007.

Strategic Innovation Fund

In July 2006, the Higher Education Authority issued a call for proposals for funding under the Strategic Innovation Fund (SIF), as established by the Minister for Education and Science. This was the first call for proposals and €42 million was available for allocation. Proposals were required to be submitted by 15th September 2006.

The key objectives of the SIF were:

- to enhance the delivery of core activities of education and research, through effective and creative institutional and inter-institutional collaboration and including where necessary, appropriate internal restructuring and rationalisation efforts;
- to support enabling measures to prepare for the expansion and development of post-graduate education (including expansion and development of graduate schools), including both intra- and inter-institutional collaboration;
- to support innovation and quality improvement in teaching and learning, including enhanced teaching methods, programme restructuring, modularisation and e-learning;
- to support access, retention and progression both at individual institutional level and through inter- institutional, sectoral and inter-sectoral collaboration.

The Senior Lecturer's Office co-ordinated the Trinity submission to SIF.

Trinity collaborated with NUI Galway and UCC on three projects for this first phase of SIF. The projects are (i) change management/restructuring, (ii) graduate education/4th Level, and (iii) teaching and learning. Each university took a lead on one of the projects and all three projects were successful.

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

Thirteen cross-faculty courses were available in 2005/06. The courses aim to promote breadth of learning at undergraduate level. Five hundred and ninety-three (593) students had registered for a cross-faculty course by the beginning of October 2005 (525 in 2004). (*See Appendix F for details of Broad Curriculum Cross-Faculty Courses on offer in 2005/06*).

The policy of substitution and credit for Broad Curriculum cross-faculty courses was endorsed by Council in 2002. In 2005/06, 63% of undergraduate degree courses (including individual subjects within Two-Subject Moderatorship) provided for full substitution of cross-faculty courses for elements of the curriculum (60% in 2004/05). A further 15% 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 2005/06 was 78%, a decrease of 6% from the previous year, although it should be noted that 460 students completed a Broad Curriculum course in 2005/06 compared to 438 in 2004/05.

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. In 2005/06, 30 students completed a module in French, 50 in German, 9 in Irish, 9 in Italian and 17 in Spanish.

The Bologna Process

The Bologna Desk

European Credit Transfer and Accumulation System (ECTS)

The on-going review of the use of the ECTS in TCD programmes was re-focused by a decision of the University Council in June 2006 to standardize the credit weighting of all undergraduate and postgraduate taught course components/modules in units of 5 ECTS, or multiples of 5 ECTS, with effect from the 2007/08 academic year. The departure from the previously-accepted ± 5 ECTS tolerance in any given course year was a response primarily to the development of an explicit link between ECTS credits and financial resource allocation, notably in the new student numbers-based HEA funding allocation mechanism, in which the number of full-time student equivalents is directly based upon the ECTS credit weighting for each course year up to a maximum of 60 ECTS (with the exception of 12-month full-time taught masters' programmes which may account for up to 90 ECTS credits). The standardization of credit size for course components also aims to facilitate the sharing of taught components/modules between different cohorts of students while ensuring that, from 2007/08, all undergraduate course years are of 60 ECTS credit volume and all one-year Masters of 90 ECTS credit volume.

Implementation of the National Framework of Qualifications (NFQ)

In the context of implementing the NFQ in College, generic level descriptors for all the TCD major award types (as identified on the Framework for levels 7-10) were written by Professor Scattergood, who is the academic advisor to the Senior Lecturer on issues relating to Bologna. These descriptors were approved by Council for inclusion in the *University of Dublin Calendar 2006/07*, as follows:

- *Calendar Part I:* Honors Bachelor degree (level 8), Ordinary Bachelor degree (level 7)
- *Calendar Part II* Higher Diploma (level 8), Masters' degree and Postgraduate Diploma (level 9), Doctoral degree and Higher Doctoral degree (level 10)

Detailed work was also undertaken in conjunction with relevant course coordinators with regard to the alignment of TCD minor (non-graduate diplomas and certificates) awards with the NFQ award types and Framework levels. The universities are required to submit information to the National Qualifications Authority (NQAI) on all such awards in terms of the NFQ level of award of each award accompanied by a set of programme learning outcomes, the ECTS credit volume and type of award (special purpose, minor, supplemental). A full report will be made to the University Council meeting of 6 December 2006 to the NQAI.

Bologna-related funded projects/initiatives in the Schools

A Call for Proposals was issued inviting submissions for funding in 2005/06 under three broad headings: strengthening of the European dimension in higher education, mobility for staff and students, and developments aimed at promoting lifelong learning. Submissions were considered by the Deans' Committee, and funding totaling €203,000 was allocated to twenty projects, mainly in academic departments, for the 2005/06 academic year.

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 practice (b) enhancement of student learning; and (c) the promotion of e-Learning through the Centre for Learning Technology (CLT). CAPSL works with the Student Counselling Service and the Careers Advisory Service regarding student learning activities.

Academic Practice

In 2005/06, academic practice activities included:

- A teaching development programme for newly appointed academic staff (23 participants)
- The development of a teaching portfolio with reflective practice (33 participants)
- Workshops and seminars in assessment, teaching methods, evaluation of teaching, effective supervision and academic writing
- Administration of the Centralised Student Feedback Facility (see below)
- Information workshops on Teaching and Learning aspects of promotion
- The establishment of a forum for new Directors of Teaching and Learning
- Introduction of a lunchtime seminar series during term time and a reading group during the summer months
- The Provost's Teaching Awards Scheme (see below)
- Departmental workshops and a pilot reflective practice programme for Teaching Assistants
- Involvement in three Learning Innovation Projects (see Appendix G).

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 developing their teaching and relieves faculties, schools, departments and academic staff of the administrative burden involved in eliciting student feedback through questionnaires. Engagement with the service is voluntary for both academic staff and students. 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 2005-06 were to increase the participation rate, improve academic engagement and participation, enhance quality and effectiveness, and provide greater flexibility to academic staff in using the centralised facility. These objectives were achieved. In the past year, survey requests rose by a further 20% and there is College-wide support for the scheme.

The Provost's Teaching Awards Scheme

Recipients of the 2005/06 Provost's Teaching Awards were announced on 2nd May 2006. The following staff were recipients of the Provost's Teaching award in 2006:

- Professor Ivana Bacik, School of Law
- Ms. Katrin Eberbach, Department of Germanic Studies
- Dr. Martin Henman, School of Pharmacy and Pharmaceutical Sciences

Recipients were all recognised for their dedication and commitment to teaching and learning excellence. In addition, Ms. Inmaculada Arnedillo-Sanchez, School of Computer Science and Statistics / School of Education, was presented with an Early Career Award for excellence in teaching.

The awards are College's principal means of acknowledging 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.

The Centre for Learning Technology

The Centre for Learning Technology, a unit within CAPSL, is involved in three areas of activity: (i) supporting College e-Learning Projects (from planning and design through to implementation and deployment); (ii) providing advisory services for staff; 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. One hundred and sixty-eight (168) academic participants took part in this programme in 2005/06.

Learning Innovation Projects

The *Learning Innovation Projects (LIP)* are competitively awarded funds to support the design, development, deployment and evaluation of learning innovation in one or more of the following areas: Curriculum Design, e-Learning, Learning with Information and Communications Technology, Assessment Methods, and Teaching and Learning Methodology. A sub committee consisting of representatives of the Academic Practice and Student Learning Committee considered all the proposals submitted and decided upon the awardees. The school/departmental and individual initiatives which received funding are listed in Appendix G.

National Digital Learning Repository (NDLR)

CLT continued leadership of this HEA project, which has successfully developed a pilot National Digital Learning Repository for sharing digital teaching resources. Academic communities in Computer Science, Nursing and Midwifery, Education, Technology Enhanced Learning, and Bio Environmental studies are also being formed to share and exchange teaching and learning skills as well as digital resources.

Conference of e-Learning

The Centre hosted its sixth Conference of e-Learning (19th May 2006) which attracted over one hundred delegates from Trinity College as well as delegates from the other Irish Universities, Institutes of Technology, and various members from the e-Learning industry.

VIII. QUALITY ISSUES

Academic Department Reviews

The process of academic review was suspended in light of restructuring and the introduction of the ARAM. The suspension of academic review activity was extended into 2005/06 to allow the new academic structures to be put in place and give the ARAM time to embed. The focus of quality assurance activity in 2005/06 was to support the emerging new structures and to undertake a thorough review of College's quality assurance review process to reflect its new academic structures more accurately. To inform discussions on possible models to be adopted, the Quality Committee commissioned a review and assessment of existing quality models in other European third level institutions. Two consultants from Brunel University in London were engaged in April 2006 to undertake this activity – Professor Maurice Kogan and Professor Mary Henkel. Their brief was to:

- Identify possible models that might be appropriate to the Trinity ethos and academic structures.
- Define and assess the administrative procedures for each of the models identified.
- Identify the advantages and disadvantages of individual models examined in the context of the Irish education system and with specific reference to Trinity College.
- Make recommendations on best practices and models that might fit Trinity College's ethos and new academic structures.

The consultants visited the College on two occasions and their final report was received on the 16th May 2006. The report was considered by the Quality Committee and its findings are informing on-going discussions regarding the revision of quality review processes in the new academic environment.

In 2006/07 it is planned to review four single-discipline Schools: Mathematics, Business, Social Work & Social Policy and Chemistry. The reviews will be conducted using the existing quality review model. In addition, a review of the College's tutorial system has been agreed. This will be the first cross-institutional review to be conducted at Trinity and, as the tutorial system spans across many College activities, the outcome of such a review will inform and enhance the quality process.

The Quality Committee considered the eighteen month progress reports from the following areas in 2005/06: Centre for Language and Communication Studies, School of Radiation Therapy, School of Psychology, Department of Anatomy, Department of Public Health and Primary Care, and Department of Computer Science

Service Department Reviews

Reviewers' final reports were received on reviews of the Student Counselling Service, the Careers Advisory Service and the Student Disability Service. They were considered by the Student Services Committee and all the reviewers' recommendations to Board were noted and approved.

As a result of the on-going review of College's administrative and support structures, no reviews of service departments were conducted in the 2005/06 academic year.

Sectoral Initiatives

During 2005/06 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). In 2005/06, Trinity was involved in the Academic Workloads Project and a national workshop for the project was hosted by UCC in May 2006.

Higher Education Authority Review of Quality Assurance in Irish Universities

In October 2005, Trinity submitted a progress report to the IUQB on the implementation of the recommendations arising from the review of TCD in June/July 2004 and in March 2006 a

progress report on the implementation of the sectoral recommendations was submitted. In June 2006 two further progress reports were submitted by TCD to the IUQB in respect of the implementation of the sectoral and institutional recommendations. The IUQB in turn has sent two six-month progress reports (covering the periods April – November 2005 & December 2005 – June 2006) to the HEA outlining progress made by the sector as a whole in addressing the Reviewers' recommendations.

APPENDICES

APPENDIX A – APPLICATIONS AND ADMISSIONS 2006

1. APPLICATIONS

In reviewing 2006 admissions data, Council is invited to note the following points:

- A total of 56,713 applicants applied to Irish higher education institutions through the CAO, representing an increase of 0.2% on the 2005 application figures.
- Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system.
- In 2006, 16,731 applicants mentioned TCD as one or more of their CAO course preferences (17,455 in 2005); a decrease of 4%.
- The number of first preference applications to Trinity College was 6,464 representing a decrease of 4% on the 2005 figures (6,744 in 2005). The College's overall ratio of first preference applications to quota was to 2.7:1 (2.9:1 in 2005).
- 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 was 1.7:1.
- In 2006 the minimum points for TSM subjects were published in grid format. This permitted the Admissions Officer to make additional offers to fill places in selected TSM combinations without overfilling popular TSM subjects. This new approach was well received by students and the public (see Table A12 in the Appendices)
- Interest in information technology courses continued to decline in 2006.
- Courses in Natural Sciences, 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 has risen to 23% from 22% in 2005.
- The number of applications (748) for admission under the Mature Student Dispensation Scheme decreased by 6% (798 in 2005), and 123 mature students registered (148 in 2005).
- Tables A8 and A9 show the percentage trend of acceptances to Round 1 offers from 2002 to 2006. The percentages range from 33% to 100% 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) 2006, 2005, 2004

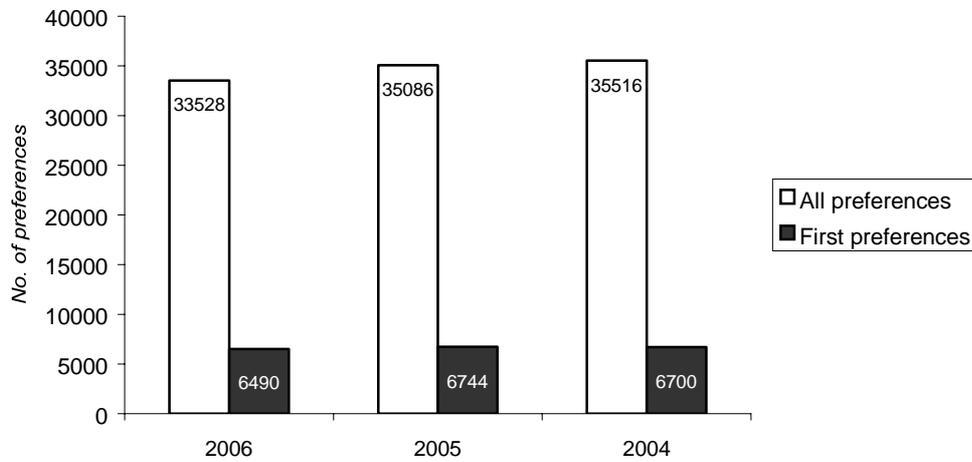
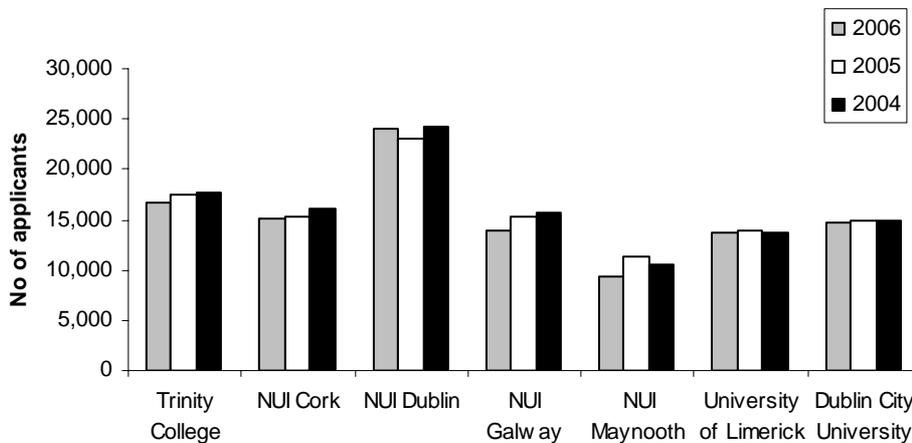


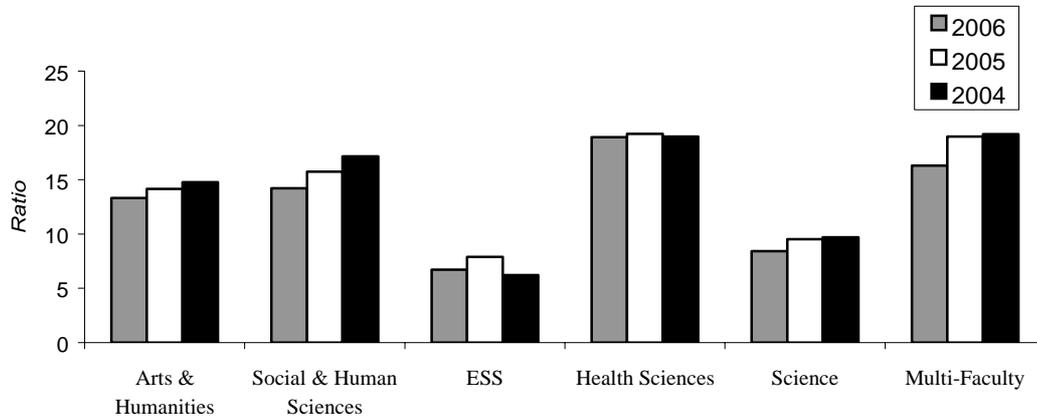
Figure A2: Total number of CAO applicants to all universities 2006, 2005, 2004



In 2006 the total number of CAO applicants to Trinity College was 16,731 compared to 17,455 in 2005; 17,738 in 2004, and 18,552 in 2003. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 16,731 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 33,528 in 2006 compared to 35,086 in 2005 and 35,516 in 2004. In 2006, the ratio of applications (all preferences) to quotas ranged from 1.5 in TSM Early Irish to 62.8 in Integrated and General Childrens' Nursing. The overall College ratio was 13.8:1 (14.9:1 in 2005).

Figure A3: Ratio of CAO applications (all preferences) to quota 2006, 2005, 2004



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 145 applications from one-year and one-term visiting students (see Table A1(a) in the Appendices) in 2006. These applications are from EU and non-EU students.

d) Non-EU Direct Entry Applications

Six hundred and seventy-seven (677) non-EU direct applications were processed from students seeking admission to Medicine (575 in 2005) and 32 from students seeking admission to Dental Science (86 in 2005).

In addition, the Admissions Office processed 223 non-EU applications for full-time undergraduate degree programmes other than Medicine and Dental Science.

Table A1 (a): Total number of applications - direct entry courses 2006, 2005, 2004

Direct Applications	2006					2005					2004			
	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students [^]	Cut-off points level	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students	Cut-off points level	Total No of Applications	Quota	Ratio of applications: Quota	Number of Registered Students
Diploma in Information Systems	38	80	0.5	26		33	80	0.4	24		46	80	0.6	33
B.Sc. Information Systems	20			20		24			24		49			33
B.Sc. Business and Information Technology	31	50	0.6	15		24	50	0.5	18		29	50	0.6	19
B.Sc. Computer Science (evening)	90	64	1.4	6		95	64	1.5	10		88	64	1.4	15
SOCRATES One Year Students	184			184		206			192		201			197
SOCRATES One Term Students	68			68		86			66		78			74
Diploma in European Painting	49	24	2.0	23		27	24	1.1	26		37	24	1.5	24
Diploma Course in Dental Nursing	1018	20	50.9	19	315**	1107	20	55.4	16	335**	1310	20	65.5	14
Degree in Dental Technology	360	6	60.0	4	415	457	6	76.2	5	380**	494	6	82.3	5
Diploma in Dental Hygiene	634	8	79.3	8	355	845	8	105.6	7	475	961	8	120.1	10
Bachelor in Acting Studies (formerly Theatre Studies)	210	12	17.5	15		186	12	15.5	11		216	12	18.0	10
Diploma in Addiction Studies	38	24	1.6	16		22	24	0.9	22		41	24	1.7	23
Diploma in Theology	13	8	1.6	13		6	8	0.8	6		8	8	1.0	8
Diploma in Sign Language/English Interpreting	12	15	0.8	5		14	15	0.9	10		15	15	1.0	6
Diploma in Irish Sign Language Teaching	3	15	0.2	2		6	15	0.4	4		8	15	0.5	6
Diploma in Deaf Studies	14	15	0.9	13		17	15	1.1	6		26	15	1.7	14
TAP - Foundation course for Higher Education - Mature Students	96	25	3.8	26		97	25	3.9	22		101	25	4.0	25
TAP - Foundation course for Higher Education - Young Adults	125	25	5.0	27		192	25	7.7	25		130	25	5.2	26
Bachelor in Nursing Studies October intake	98	100	1.0	77		192	100	1.9	97		408	100	4.1	87
Bachelor in Midwifery Studies	28	25	1.1	21		18	25	0.7	3		21	12	1.8	12
Access to Degree (Nursing)	40	100	0.4	15		36	100	0.4	21		54	100	0.5	34
Access to medicine / dentistry through science (non-EU)	No intake in 2006					10	10	1	10		10			10
Non-EU: Medicine	677	50	13.5	49		575	30	19.2	30		532	50	10.6	50
Dental Science	32	8	4.0	6		86	8	10.75	8		50	8	6.3	9
Other full degree	223			61		227			63		295			47
One Year Visiting Students	126			126		149			116		189			159
One Term Students	19			19		31			27		15			11
Total	4246			864		4768			869		5727			992
[^] Registrations as at 27.10.2006														
[*] Random selection														

Table A1(b): Number of students admitted under the Mature Student Dispensation Scheme by Faculty, 2006-2002

	2006	2005	2004	2003	2002
Number of applicants	748	798	669	783	696
Number of places offered	155	179	155	132	132
<i>Number of students registered by Faculty:</i>					
Arts & Humanities	16	20	18	17	35
Social & Human Sciences	35	46	35	36	34
Engineering & Systems Sciences	4	6	1	4	2
Health Sciences	30	34	21	13	12
Science	12	5	15	8	13
Multi-faculty	26	37	28	23	9
Total students registered	123	148	118	101	105

<i>Nursing- number of mature student applications, offers and students registered</i>					
	2006	2005	2004	2003	2002
Number of Nursing applications	1601*	1102	1141	1111	2162
Number of places offered	168	101	97	84	198
Number of students registered in Nursing	93	72	59	45	52

**This increase is due to the introduction of two new courses: Bachelor in Midwifery and Childrens' & General Nursing Integrated*

Table A2(a): Courses not meeting quota in 2006

Course	Quota	First preferences	Cut-off points level	Number registered 2006/07
<i>Applications made via CAO</i>				
Biblical and Theological Studies	21	21	335	14
Classics [^]	15	17	435	5
Computer Science Linguistics and a Language	25	12	445	10
Early and Modern Irish	15	5	330	3
Germanic Languages	8	6	340	3
Computer Science	65	78	355	32
Manufacturing Engineering with Management Science	20	9	365	9
Chemistry with Molecular Modelling	5	3	405	1
Physics and Chemistry with Advanced Materials	20	17	355	16
TSM*				
Early Irish	10	0	490	0
German	32	34	390	22
Jewish Studies	10	1	480	1
Russian	36	17	350	12
TOTALS	282	220		128

[^] It should be noted that in addition to the single honor programme in Classics, four subjects are offered within the Two Subject Moderatorship programme (i.e. Ancient History and Archaeology, Classical Civilisation, Greek and Latin).

* Table A12 on page A23 provides the points cut-off levels against different variations of TSM courses.

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

Course	Quota	First preferences	Cut-off points level	Number registered 2005/06
<i>Applications made via CAO</i>				
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
Mathematics	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
<i>TSM***:</i>				
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	319	270		168

* It should be noted that in addition to the single honor programme in Classics, four subjects are offered within the Two Subject Moderatorship programme (i.e. Ancient History and 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 A3: Ratio of total and eligible CAO applications to quota for 2006, 2005, 2004

Course	2006				2005				2004			
	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 and Humanities												
Biblical & Theological Studies	168	21	8.0	5.5	192	21	9.1	5.8	174	21	8.3	5.1
History	555	38	14.6	10.9	588	38	15.5	11.2	589	38	15.5	11.0
Music	192	15	12.8	3.8	235	15	15.7	4.9	174	15	11.6	3.9
Classics	111	15	7.4	1.5	97	15	6.5	1.0	147	15	9.8	1.2
Drama & Theatre Studies#	267	14	19.1	5.4	216	12	18.0	4.6	292	12	24.3	6.3
Early & Modern Irish	168	15	11.2	8.7	154	15	10.3	8.2	191	15	12.7	9.2
English Studies	620	34	18.2	14.1	666	34	19.6	14.4	653	34	19.2	14.2
Germanic Languages	57	8	7.1	4.9	81	8	10.1	6.5	73	8	9.1	5.1
Clinical Speech & Language Studies#	513	34	15.1	11.9	541	35	15.5	12.7	526	29	18.1	14.4
European Studies#	419	37	11.3	7.1	426	33	12.9	8.9	428	33	13.0	8.7
Total	3070	231	13.3	8.7	3196	226	14.1	9.3	3247	220	14.8	9.3
Faculty of Social and Human Sciences												
Law #	952	83	11.5	9.0	1086	77	14.1	10.7	1294	79	16.4	13.0
Mental and Moral Science	287	17	16.9	11.7	351	17	20.6	14.8	280	17	16.5	10.6
Psychology#	952	32	29.8	21.0	1100	31	35.5	25.1	1180	31	38.1	28.0
Business, Economic & Social Studies	2008	216	9.3	7.6	2025	216	9.4	7.5	2318	216	10.7	8.8
Social Studies (quota increase of 6 in 2005, reverted back in 2006)	1062	30	35.4	17.4	1236	36	34.3	17.4	1118	30	37.3	19.4
Sociology & Social Policy (quota increase of 8 in 2005)	482	28	17.2	11.0	507	28	18.1	12.9	520	20	26.0	18.6
Philosophy & Political Science	215	10	21.5	16.3	263	10	26.3	19.7	277	10	27.7	20.4
Total	5958	416	14.3	10.3	6568	415	15.8	11.2	6987	403	17.3	12.7
Faculty of Engineering and Systems Sciences												
Computer Science	462	65	7.1	2.5	540	65	8.3	2.7	475	65	7.3	2.5
Engineering	1162	175	6.6	4.8	1348	175	7.7	5.2	1289	175	7.4	5.2
Information & Communications Technology	-	-	-	-	-	-	-	-	157	80	2.0	0.4
Management Science and Information Systems Studies	155	24	6.5	4.3	178	24	7.4	5.3	163	24	6.8	4.8
Manufacturing Engineering with Management Science	129	20	6.5	3.6	170	20	8.5	5.0	180	20	9.0	5.5
Total	1908	284	6.7	4.1	2236	284	7.9	4.6	2264	364	6.2	3.6
# Quota adjusted in 2006 as a result of the strategic planning process.												
*The Information and Communication Technology course merged with Computer Science in 2005. The quota of 80 for Information and Communication Technology is not included												

Table A3: Ratio of total and eligible CAO applications to quota for 2006, 2005, 2004

Course	2006				2005				2004			
	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 Health Sciences												
Dental Science	449	32	14.0	9.5	504	32	15.8	11.6	518	32	16.2	11.9
Medicine [^]	1718	74	23.2	15.5	1674	50	33.5	23.3	1702	50	34.0	24.1
Occupational Therapy	529	40	13.2	10.2	621	40	15.5	12.2	618	40	15.5	12.0
Physiotherapy	1096	40	27.4	17.0	1190	40	29.8	19.2	1202	40	30.1	19.4
Radiation Therapy	320	25	12.8	10.1	450	25	18.0	15.0	441	25	17.6	13.9
General Nursing ^{^^}	2289	148	15.5	7.3	2791	159	17.6	8.1	2659	159	16.7	7.5
Intellectual Disability Nursing (formerly Mental Handicap Nursing) ^{^^}	621	40	15.5	6.3	623	40	15.6	6.0	573	40	14.3	7.6
Psychiatric Nursing ^{^^}	687	45	15.3	6.3	790	51	15.5	6.7	823	51	16.1	4.0
Integrated Childrens and General Nursing (new course 2006)	1256	20	62.8	36.4								
Midwifery (new course 2006)	928	40	23.2	11.5								
Pharmacy	980	70	14.0	11.0	1109	70	15.8	12.7	1073	70	15.3	12.7
Total	10873	574	18.9	11.1	9752	507	19.2	11.7	9609	507	19.0	11.4
Faculty of Science												
Human Genetics [#]	318	13	24.5	15.8	384	10	38.4	25.1	420	10	42.0	27.5
Mathematics	388	30	12.9	10.0	410	30	13.7	10.3	395	30	13.2	9.9
Science ^{^^^}	2076	300	6.9	5.4	2450	300	8.2	6.2	2489	290	8.6	6.6
Theoretical Physics	236	35	6.7	4.5	228	35	6.5	4.7	252	35	7.2	5.0
Chemistry with Molecular Modelling ^{^^^^}	86	5	17.2	12.0	40	5	8.0	6.2	47	15	3.1	2.6
Medicinal Chemistry	356	25	14.2	11.9	404	25	16.2	0.0	405	25	16.2	13.4
Physics and Chemistry of Advanced Materials	122	20	6.1	4.8	133	20	6.7	17.2	114	20	5.7	4.1
Total	3582	428	8.4	6.4	4049	425	9.5	7.0	4122	425	9.7	7.3
Multi Faculty												
Business Studies & French	364	15	24.3	16.1	434	15	28.9	18.5	417	15	27.8	17.6
Business Studies & German	250	20	12.5	7.9	201	20	10.1	6.1	228	20	11.4	6.7
Business Studies & Russian	101	7	14.4	9.1	68	7	9.7	4.0	80	7	11.4	5.6
Computer Science, Linguistics & French	48	10	4.8	2.0	53	10	5.3	2.6	52	10	5.2	2.0
Computer Science, Linguistics & German	25	10	2.5	1.0	25	10	2.5	1.1	18	10	1.8	0.6
Computer Science, Linguistics & Irish	17	5	3.4	0.8	13	5	2.6	1.0	12	5	2.4	1.0
History & Political Science [#]	343	19	18.1	12.6	433	14	30.9	24.1	493	14	35.2	27.0
Law & French	197	12	16.4	13.8	209	12	17.4	13.3	181	10	18.1	13.5
Law & German	138	12	11.5	9.5	114	12	9.5	7.9	110	10	11.0	7.5
Music Education	102	10	10.2	2.2	121	10	12.1	2.5	99	10	9.9	2.4
Two Subject Moderatorship(quota increase of 10 in 2006)	6552	388	16.9	12.1	7614	378	20.1	14.6	7597	378	20.1	14.7
Total	8137	508	16.0	11.3	9285	493	18.8	13.4	9287	489	19.0	13.6
GRAND TOTAL	33528	2441	13.7	9.1	35086	2350	14.9	10.0	35516	2408	14.7	10.0
[^] Quota adjusted to 50 in 2004 and 2005 to facilitate transition from a six- to a five-year programme in 2005. Quota increase in 2006 as part of national expansion of medical places.												
^{^^} 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 reverted back in 2006.												
^{^^^} 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 Molecular Modelling												
^{^^^^} The course title changed in 2005 from Computational Chemistry/Physics to Chemistry with Molecular Modelling and the quota was reduced from 15 to 5												
[#] Quota adjusted in 2006 as a result of the strategic planning process.												

Table A4: Ratio of total and eligible CAO applications to quota for Two-subject Moderatorship courses 2006, 2005, 2004

Two- Subject Moderatorship Course	2006				2005				2004			
	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	460	23	20.0	13.7	616	23	26.8	18.4	520	23	22.6	15.8
Biblical & Theological Studies	282	24	11.8	8.7	362	24	15.1	10.4	313	24	13.0	8.3
Classical Civilisation	432	29	14.9	11.1	631	29	21.8	17.0	613	29	21.1	15.4
Drama Studies*	467	22	21.2	10.1	414	20	20.7	8.9	556	20	27.8	13.7
Early Irish	12	10	1.2	0.5	18	-	-	-	17	-	-	-
Economics	775	43	18.0	13.9	806	43	18.7	15.2	815	43	19.0	16.2
English Literature*	1799	85	21.2	15.5	1930	81	23.8	17.8	2013	81	24.9	18.7
Film Studies*	673	24	28.0	18.1	655	20	32.8	20.5	1249	20	62.5	45.7
French	1070	84	12.7	9.8	1213	84	14.4	10.5	716	84	8.5	5.5
Geography	486	35	13.9	10.8	603	35	17.2	13.1	554	35	15.8	12.5
German	307	32	9.6	6.9	345	32	10.8	8.2	372	32	11.6	8.3
Greek	56				70	-	-	-	59	-	-	-
History	991	40	24.8	18.8	1173	40	29.3	22.8	1191	40	29.8	22.7
History of Art and Architecture	625	28	22.3	16.4	807	28	28.8	21.1	779	28	27.8	21.5
Italian	377	30	12.6	8.8	447	30	14.9	11.1	385	30	12.8	9.4
Jewish Studies	30	10	3.0	1.9	25	10	2.5	0.8	23	10	2.3	0.8
Latin	95	10	9.5	6.5	79	10	7.9	4.4	92	10	9.2	5.9
Mathematics	271	15	18.1	11.9	317	15	21.1	13.6	340	15	22.7	16.5
Modern Irish	334	30	11.1	9.2	381	30	12.7	10.1	385	30	12.8	10.2
Music	194	8	24.3	10.0	227	8	28.4	12.6	181	8	22.6	9.9
Philosophy	783	43	18.2	13.7	1028	43	23.9	18.6	941	43	21.9	16.4
Psychology	786	17	46.2	31.9	927	17	54.5	40.4	1068	17	62.8	47.7
Russian	184	36	5.1	3.0	189	36	5.3	3.3	161	36	4.5	2.8
Sociology	1050	59	17.8	13.6	1309	59	22.2	16.7	1301	59	22.1	17.3
Spanish	565	39	14.5	10.2	656	39	16.8	12.3	550	39	14.1	9.9
Total	13104	776	16.9	12.1	15228	756	20.1	14.6	15194	756	20.1	14.7

*quotas increased in 2006 as result of strategic planning process.

Table A5: CAO first preference applications - quotas, points, number registered 2006, 2005, 2004

Course	2006							2005							2004						
	Quota	Number of first preference applications	Ratio of 1st pref applns to quota	Minimum points	Ratio of 1st pref applns to no. regd	Number registered at 27.10.06	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 2.11.2005	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 29.10.2004	Ratio of Eligible 1st pref applns to quota
Faculty of Arts & Humanities																					
Biblical & Theological Studies	21	21	1.0	335	1.5	14	0.6	21	25	1.2	335	1.2	21	0.8	21	21	1.0	310	1.1	20	0.1
History	38	74	1.9	440	2.1	36	1.3	38	93	2.4	460	2.6	36	1.6	38	88	2.3	480*	2.4	37	1.2
Music	15	27	1.8	465**	1.7	16	1.1	15	35	2.3	475*	2.5	14	1.2	15	34	2.3	370**	2.1	16	0.8
Classics	15	17	1.1	435	3.4	5	0.7	15	6	0.4	430	6.0	1	0.2	15	13	0.9	470	3.3	4	0.4
Drama & Theatre Studies#	14	108	7.7	475**	7.7	14	3.1	12	92	7.7	510**	7.7	12	3.3	12	117	9.8	540**	7.8	15	3.7
Early & Modern Irish	15	5	0.3	330	1.7	3	0.1	15	6	0.4	315	0.5	12	0.3	15	12	0.8	330	0.9	14	0.5
English Studies*	34	128	3.8	505*	3.8	34	3.1	34	147	4.3	500*	5.7	26	3.3	34	135	4.0	515*	4.0	34	2.9
Germanic Languages	8	6	0.8	340	2.0	3	0.4	8	4	0.5	405	2.0	2	0.1	8	7	0.9	345	1.0	7	0.4
Clinical Speech & Language Studies#	34	142	4.2	530*	4.2	34	3.2	35	159	4.5	515*	4.4	36	3.6	29	138	4.8	515	4.8	29	3.6
European Studies#	37	135	3.6	540*	3.6	37	2.7	33	129	3.9	530*	3.7	35	2.9	33	127	3.8	530*	3.7	34	2.9
TOTAL	231	663	2.9		3.4	196	2.0	226	696	3.1		3.6	195	2.1	220	692	3.1		3.3	210	1.0
Faculty of Social & Human Sciences																					
Law #	83	382	4.6	535	4.4	86	3.7	77	431	5.6	530*	5.7	76	4.4	79	518	6.6	555*	6.8	76	5.4
Mental and Moral Science	17	27	1.6	400	1.7	16	0.9	17	38	2.2	460*	2.5	15	1.7	17	24	1.4	415	1.4	17	0.8
Psychology#	32	242	7.6	545*	7.6	32	5.3	31	275	8.9	545	7.9	35	6.5	31	314	10.1	550*	9.5	33	7.4
Business, Economic & Social Studies	216	540	2.5	475*	2.5	219	2.1	216	521	2.4	470*	2.4	213	1.9	216	559	2.6	480*	2.6	215	2.0
Social Studies	30	248	8.3	480	8.3	30	4.5	36	303	8.4	480	8.2	37	4.2	30	219	7.3	480	7.6	29	3.7
Sociology & Social Policy	28	26	0.9	415*	0.9	29	0.6	28	39	1.4	455	1.3	30	0.8	20	35	1.8	465	1.8	19	1.1
Philosophy & Political Science	10	30	3.0	495	3.0	10	2.6	10	41	4.1	500	4.1	10	3.0	10	27	2.7	510	2.5	11	2.1
TOTAL	416	1495	3.6		3.5	422	2.7	415	1648	4.0		4.0	416	2.8	403	1696	4.2		4.2	400	1.0
Faculty of Engineering & Systems Sciences																					
Computer Science	65	78	1.2	355	2.4	32	0.4	65	79	1.2	365	2.3	35	0.5	65	58	0.9	350	2.0	29	0.4
Engineering	175	217	1.2	440	1.2	175	0.9	175	234	1.3	445*	1.3	185	1.0	175	262	1.5	445	1.5	173	1.0
Information & Communications Technology	-	-	-	-	-	-	-	0	0	0.0	-	0.0	0	0.0	80	9	0.1	400	2.3	4	0.0
Management Science and Information Systems Studies	24	28	1.2	420	1.2	24	0.9	24	34	1.4	455*	1.4	24	1.1	24	32	1.3	475	1.2	26	1.0
Manufacturing Engineering with Management Science	20	9	0.5	365	1.0	9	0.2	20	9	0.5	355	0.6	15	0.4	20	13	0.7	365	0.7	18	0.5
FACULTY TOTALS	284	332	1.2		1.4	240	0.7	284	356	1.3		1.4	259	0.8	364	374	1.0		1.5	250	0.7
*The Information and Communication Technology course merged with Computer Science in 2005. The quota of 80 for Information and Communication Technology is not included																					
# Quota adjusted in 2006 as a result of the strategic planning process																					

Table A5: CAO first preference applications - quotas, points, number registered 2006, 2005, 2004

Course	2006							2005							2004						
	Quota	Number of first preference applications	Ratio of 1st pref appls to quota	Minimum points	Ratio of 1st pref appls to no. regd	Number registered at 27.10.06	Ratio of Eligible 1st pref appls to quota	Quota	Number of 1st preference applications	Ratio of 1st pref appls to quota	Minimum points	Ratio of 1st pref appls to no. regd	Number registered at 2.11.2005	Ratio of Eligible 1st pref appls to quota	Quota	Number of 1st preference applications	Ratio of 1st pref appls to quota	Minimum points	Ratio of 1st pref appls to no. regd	Number registered at 29.10.2004	Ratio of Eligible 1st pref appls to quota
Faculty of Health Sciences																					
Dental Science	32	149	4.7	560*	4.4	34	2.9	32	160	5.0	555*	5.0	32	3.2	32	150	4.7	560*	4.8	31	3.3
Medicine^	74	741	10.0	580*	9.9	75	7.1	50	696	13.9	590*	13.6	51	10.1	50	661	13.2	580*	13.0	51	9.5
Occupational Therapy	40	104	2.6	510	2.5	42	2.1	40	108	2.7	505*	2.7	40	2.2	40	122	3.1	500*	3.1	39	2.4
Physiotherapy	40	242	6.1	550*	6.1	40	3.6	40	275	6.9	540*	6.5	42	4.1	40	278	7.0	540*	7.7	36	4.2
Radiation Therapy	25	42	1.7	500*	1.6	26	1.3	25	64	2.6	510	2.2	29	2.1	25	53	2.1	490	2.1	25	1.5
General Nursing^^	148	285	1.9	360*	2.0	146	1.0	159	460	2.9	380*	2.7	168	1.4	159	420	2.6	370	2.7	158	1.3
Intellectual Disability (formerly Mental Handicap)^	40	40	1.0	320	1.0	40	0.6	40	51	1.3	300	1.6	32	0.5	40	60	1.5	300	2.1	29	0.6
Psychiatric Nursing^^	45	66	1.5	320	1.9	35	0.6	51	63	1.2	320	1.2	54	0.5	51	71	1.4	325	1.4	51	0.7
Integrated and Childrens General Nursing (New course 2006)	20	151	7.6	480	7.6	20	4.2														
Midwifery	40	208	5.2	390	5.2	40	2.4														
Pharmacy	70	295	4.2	555*	3.9	76	3.3	70	316	4.5	555*	4.5	71	3.5	70	262	3.7	550*	3.9	67	3.2
TOTAL	574	2323	4.0		4.0	574	2.6	507	2193	4.3		4.2	519	2.8	507	2077	4.1		4.3	487	1.0
Faculty of Science																					
Human Genetics#	13	37	2.8	535*	2.8	13	2.2	10	32	3.2	545	3.2	10	2.4	10	42	4.2	555	4.2	10	2.7
Mathematics	30	39	1.3	400	1.3	29	0.9	30	47	1.6	410	1.7	27	1.1	30	30	1.0	420	1.0	29	0.9
Science^^^	300	287	1.0	415*	0.9	314	0.7	300	351	1.2	440*	1.2	297	0.8	290	348	1.2	440*	1.2	295	0.9
Theoretical Physics	35	65	1.9	490*	1.8	37	1.3	35	47	1.3	445	1.3	35	0.9	35	72	2.1	520	2.1	35	1.7
Chemistry with Molecular Modelling^^^^	5	3	0.6	405	3.0	1	0.2	5	1	0.2	410	1.0	1	0.2	15	4	0.3	405	0.8	5	0.2
Medicinal Chemistry	25	15	0.6	470	0.7	23	0.5	25	25	1.0	465*	1.0	25	0.8	25	20	0.8	490*	0.8	25	0.6
Physics & Chemistry of Advanced Materials	20	17	0.9	355	1.1	16	0.7	20	8	0.4	350	0.6	13	0.4	20	13	0.7	365	0.9	14	0.5
TOTAL	428	463	1.1		1.1	433	0.8	425	511	1.2		1.3	408	0.9	425	529	1.2		1.3	413	1.0
Multi-Faculty																					
Business Studies & French	15	37	2.5	495	3.4	11	1.5	15	50	3.3	485	2.8	18	1.8	15	38	2.5	480	2.7	14	1.2
Business Studies & German	20	23	1.2	425	1.3	18	0.9	20	21	1.1	400	1.6	13	0.4	20	21	1.1	420	1.3	16	0.5
Business Studies & Russian	7	13	1.9	435	2.2	6	1.3	7	12	1.7	405	1.2	10	0.7	7	14	2.0	425	1.6	9	1.1
Computer Science, Linguistics & French	10	7	0.7	445	1.0	7	0.6	10	5	0.5	440	1.3	4	0.3	10	3	0.3	445	1.5	2	0.2
Computer Science, Linguistics & German	10	4	0.4	445	1.3	3	0.3	10	3	0.3	440	1.5	2	0.1	10	3	0.3	435	3.0	1	0.1
Computer Science, Linguistics & Irish	5	1	0.2	-	-	0	0.0	5	2	0.4	0	-	-	0.0	5	1	0.2	435	1.0	1	0.2
History & Political Science#	19	76	4.0	500	4.0	19	2.9	14	100	7.1	545	7.1	14	6.1	14	117	8.4	550	8.4	14	6.4
Law & French	12	62	5.2	575*	6.9	9	4.6	12	63	5.3	560*	4.8	13	4.6	10	76	7.6	570*	7.6	10	6.4
Law & German	12	26	2.2	540	1.7	15	1.9	12	22	1.8	510	1.7	13	1.6	10	24	2.4	540	2.7	9	2.0
Music Education	10	23	2.3	430**	2.3	10	1.2	10	30	3.0	450**	3.0	10	1.7	10	19	1.9	415**	2.1	9	0.9
Two Subject Moderatorship	388	916	2.4	n/a	2.5	363	0.9	378	1032	2.7	n/a	2.9	358	2.0	378	1016	2.7	n/a	3.2	321	1.9
TOTAL	508	1188	2.3		2.6	461	1.1	493	1340	2.7		2.9	455	2.0	489	1332	2.7		3.3	406	0.8
GRAND TOTALS	2441	6464	2.6		2.8	2326	1.7	2350	6744	2.9		3.0	2252	2.0	2408	6700	2.8		3.1	2166	1.9

*Quota adjusted to 50 in 2004 and 2005 to facilitate transition from a 6 to a 5 year programme effective from 2005, quota increase in 2006 as part of national expansion of medical places

^^ 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. Quotas reverted back in 2006.

^^^The quota for Science was increased by 15 in 2004 to allow for additional places in Bio-chemistry and Immunology (5) and Neuroscience (10) and by 10 in 2005 to compensate for reduction in quota for Chemistry with Molecular Modelling

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

Quota adjusted in 2006 as a result of the strategic planning process

* 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 2006, 2005, 2004

Two Subject Moderatorship Course	2006								2005								2004							
	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 27.10.06	Eligible Apps	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 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		
Ancient History & Archaeology	23	61	2.7	345	2.8	22	34	0.7	23	105	4.6	450	5.0	21	1.4	23	72	3.1	400	4.2	17	2.1		
Biblical & Theological Studies	24	31	1.3	345	1.4	22	23	1.0	24	52	2.2	385	2.7	19	1.6	24	37	1.5	335	2.8	13	1.0		
Classical Civilisation	29	50	1.7	350	1.8	28	34	0.9	29	80	2.8	445	2.7	30	1.4	29	73	2.5	425	2.5	29	1.7		
Drama Studies^^^^	22	80	3.6	480*	3.8	21	45	0.5	20	70	3.5	450**	3.0	23	2.3	20	97	4.9	495**	4.9	20	2.8		
Early Irish	10	0	0.0	490*		0	0	-	-	1	-	-	-	2	1.0	-	1	-	430	-	1			
Economics	43	71	1.7	430	1.6	45	53	0.8	43	74	1.7	450*	1.8	42	1.2	43	80	1.9	455*	1.9	42	1.4		
English Literature^^^^	85	366	4.3	505	4.4	84	273	0.3	81	360	4.4	505*	3.8	94	1.3	81	392	4.8	525*	5.2	75	3.5		
Film Studies^^^^	24	116	4.8	445*	4.6	25	75	0.3	20	110	5.5	460	4.4	25	1.9	20	137	6.9	475	7.2	19	4.2		
French	84	140	1.7	350*	1.7	81	105	0.8	84	157	1.9	390*	2.0	78	1.4	84	134	1.6	370*	1.7	78	1.3		
Geography	35	46	1.3	430	1.6	28	34	1.0	35	61	1.7	435	2.9	21	1.2	35	56	1.6	430	2.2	26	1.2		
German	32	34	1.1	390	1.5	22	27	1.2	32	46	1.4	405	1.5	30	1.2	32	26	0.8	405	1.7	15	0.6		
Greek		7		350	0.8	9	5	0.0	-	9	-	445	-	3	1.8	-	4	-	345	-	3	-		
History	40	153	3.8	500*	3.8	40	121	0.3	40	150	3.8	510*	3.3	45	1.2	40	147	3.7	510*	3.8	39	2.6		
History of Art and Architecture	28	106	3.8	490*	3.7	29	79	0.4	28	135	4.8	490*	4.8	28	1.3	28	136	4.9	485*	4.7	29	3.6		
Italian	30	47	1.6	390	1.5	31	34	0.9	30	58	1.9	390	1.9	31	1.4	30	52	1.7	355	1.9	27	1.2		
Jewish Studies	10	1	0.1	480	1.0	1	1	10.0	10	3	0.3	490	no offers	0	3.0	10	1	0.1	no offers	-	0	-		
Latin	10	10	1.0	370	1.3	8	7	1.4	10	13	1.3	395	4.3	3	1.9	10	11	1.1	400	2.2	5	0.7		
Mathematics	15	39	2.6	510*	2.4	16	28	0.5	15	48	3.2	510	2.8	17	1.4	15	57	3.8	530*	2.9	20	2.9		
Modern Irish	30	34	1.1	350	1.1	30	29	1.0	30	38	1.3	335	1.5	26	1.3	30	29	1.0	315	1.5	20	0.8		
Music	8	34	4.3	520	4.3	8	23	0.3	8	36	4.5	520**	6.0	6	1.6	8	26	3.3	490**	2.9	9	2.4		
Philosophy	43	112	2.6	430	2.7	41	84	0.5	43	126	2.9	475*	3.3	38	1.2	43	113	2.6	470	3.1	37	1.9		
Psychology	17	100	5.9	545*	5.6	18	81	0.2	17	118	6.9	565*	6.6	18	1.2	17	137	8.1	560	8.1	17	6.2		
Russian	36	17	0.5	350*	1.4	12	7	5.1	36	23	0.6	335	1.4	16	1.6	36	29	0.8	315	3.2	9	0.6		
Sociology	59	86	1.5	420	1.4	61	60	1.0	59	103	1.7	435*	1.9	54	1.3	59	117	2.0	430	2.0	60	1.5		
Spanish	39	89	2.3	400	2.0	44	66	0.6	39	88	2.3	405*	1.9	46	1.4	39	68	1.7	340	2.1	32	1.2		
TOTAL	776	1830	2.4		2.5	726	1328	0.6	756	2064	2.7		2.9	716	1.4	756	2032	2.7		3.2	642	1.9		

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

**random selection and interview

^^ The points shown are the minimum for the subject but not for all combinations see Table A12 on A23

^^^^ Quota adjusted in 2006 as a result of the strategic planning process.

Table A7: Total number of CAO applicants* to universities, DIT, other ITs, Colleges of Education and private colleges (all preferences) 2006, 2005, 2004

	2006	2005	2004
Universities			
Trinity College	16,731	17,455	17,738
NUI Cork	15,100	15,230	16,105
NUI Dublin	23,976	23,101	24,251
NUI Galway	13,940	15,240	15,744
NUI Maynooth	9,318	11,285	10,468
University of Limerick	13,728	13,848	13,677
Dublin City University	14,723	14,818	14,997
Total	107,516	110,977	112,980
Dublin Institute of Technology	17,567	18,380	21,319
Other Institutes of Technology (ITs)	44,683	44,680	26,694
National College of Art and Design	1,136	461	472
Colleges of Education	13,369	13,775	13,397
Private Colleges**	8,299	12,097	7,186

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 2006 - 2002 (CAO round 1)

Course	2006	2005	2004	2003	2002
<i>Faculty of Arts & Humanities</i>	%	%	%	%	%
Biblical & Theological Studies	55	48	69	52	59
History	57	38	49	40	66
Music	90	67	87	60	78
Classics	33	25	71	67	88
Drama & Theatre Studies	69	100	100	91	80
Early & Modern Irish	40	73	78	73	59
English Studies	60	54	44	24	71
Germanic Languages	80	100	100	70	70
Clinical Speech & Language Studies	91	90	56	83	85
European Studies	77	84	70	73	92
<i>Faculty of Social & Human Sciences</i>	%	%	%	%	%
Law	71	65	58	49	68
Mental & Moral Science	44	64	62	70	70
Psychology	81	94	54	48	90
Business, Economic & Social Studies	91	80	83	82	91
Social Studies	83	73	80	67	84
Sociology & Social Policy	81	96	72	96	93
Philosophy & Political Science	64	50	56	73	81
<i>Faculty of Engineering & Systems Sciences</i>	%	%	%	%	%
Computer Science	79	91	78	69	81
Engineering	90	90	84	85	85
Information & Communications Technology		Merged with Computer Science	100	100	80
Management Science & Information Systems Studies	81	85	89	76	81
Manufacturing Engineering with Management Science	57	93	95	76	100
<i>Faculty of Health Sciences</i>	%	%	%	%	%
Dental Science	68	69	62	54	64
Medicine	58	65	78	67	55
Occupational Therapy	88	74	81	61	75
Physiotherapy	87	90	78	72	73
Radiation Therapy	78	77	69	75	55
General Nursing Adelaide	97	100	100	91	

Table A8: Percentage rate of acceptances to offers 2006 - 2002 (CAO round 1)

Faculty of Health Sciences Continued	%	%	%	%	%
General Nursing Adelaide - Mature (Round 0)	87	100	67	86	
General Nursing	84	78	78	81	
General Nursing - Mature (Round 0)	81	98	86	80	
Psychiatric Nursing	61	63	82	61	
Psychiatric Nursing - Mature (Round 0)	85	91	80	93	
Intellectual Disability Nursing (formerly Mental Handicap)	68	67	75	52	
Intellectual Disability Nursing (formerly Mental Handicap) - Mature (Round 0)	90	84	70	86	
Children's and General Integrated Nursing	69				
Children's and General Integrated Nursing – Mature (Round 0)	100				
Midwifery	65				
Midwifery- Mature (Round 0)	83				
Pharmacy	93	80	58	73	82
Faculty of Science	%	%	%	%	%
Human Genetics	75	75	50	56	64
Mathematics	72	52	59	60	59
Science	80	79	72	77	82
Theoretical Physics	89	83	92	71	85
Chemistry with Molecular Medicine	50	91	100	100	0
Medicinal Chemistry	59	56	71	60	66
Physics & Chemistry of Advanced Materials	94	93	93	82	45
Multi-Faculty	%	%	%	%	%
Business Studies & French	80	86	88	76	95
Business Studies & German	73	71	86	67	85
Business Studies & Russian	100	100	100	81	82
Computer Science, Linguistics & French	100	100	80	67	33
Computer Science, Linguistics & German	75	100	100	67	100
Computer Science, Linguistics & Irish	0	0	100	0	0
History & Political Science	70	69	55	38	74
Law & French	61	75	73	91	83
Law & German	100	57	91	92	75
Music Education	83	90	100	91	90
TSM	76	75	73	68	84

Table A9: Percentage rate of acceptances to offers, TSM courses 2006 – 2002 (CAO round 1 only)

Two Subject Moderatorship Course	2006	2005	2004	2003	2002
	%	%	%	%	%
Ancient History & Archaeology	71	58	65	87	79
Biblical & Theological Studies	61	69	81	67	92
Classical Civilisation	79	78	72	87	88
Drama Studies	95	87	76	59	71
Early Irish	0	0	100	100	100
Economics	81	79	86	80	94
English Literature	72	83	68	66	82
Film Studies	88	77	65	48	-
French	69	70	69	72	64
Geography	89	62	68	74	88
German	68	77	78	41	77
Greek	78	67	67	33	
History	73	78	72	72	86
History of Art & Architecture	83	69	81	81	86
Italian	63	73	64	66	74
Jewish Studies	100	0	0	100	100
Latin	66	25	67	57	73
Mathematics	85	85	76	46	80
Modern Irish	93	84	88	96	86
Music	100	75	82	100	88
Philosophy	69	63	77	65	79
Psychology	79	95	73	56	88
Russian	75	79	50	63	66
Sociology	92	79	86	81	91
Spanish	60	80	64	65	72

Table A10: Distribution of points within each course - undergraduate new entrants 2006

			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	
		Specials (matures, deferrals, internationals,etc)									
Faculty of Arts & Humanities											
Biblical & Theological Studies	21	4	1		1		1	1	3	4	15
History	38	6			4	14	12				36
Music	15	7			1	5	3				16
Classics	15	1	3	1							5
Drama & Theatre Studies	14	1	4	1	4	4					14
Early & Modern Irish	15									3	3
English Studies	34	7	10	7	10						34
Germanic Languages	8						1		1	1	3
Clinical Speech & Language Studies	34	5	19	10							34
European Studies	37	7	21	9							37
Faculty of Social and Human Sciences											
Law	83	9	51	26							86
Mental & Moral Science	17	3				5	1	3	4		16
Psychology	32	11	19	2							32
Business, Economic & Social Studies	216	32	17	31	41	98					219
Social Studies	30	14	3	1	5	7					30
Sociology & Social Policy	28	7			1	2	5	12	2		29
Philosophy & Political Science	10	2	2	4		2					10
Faculty of Engineering & Systems Sciences											
Computer Science	65	2	2	1	2	4	4	4	7	6	32
Engineering	175	11	11	13	25	40	52	23			175
Management Science and Information Systems Studies	24	2	1	3	4	6	3	4	1		24
Manufacturing Engineering with Management Science	20		1				1	2	3	2	9

Table A10: Distribution of points within each course - undergraduate new entrants 2006

			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											
Dental Science	32	6	28								34
Medicine	74	8	67								75
Occupational Therapy	40	11	2	11	18						42
Physiotherapy	40	10	30								40
Radiation Therapy	25	3	4	8	10						25
General Nursing	148	37			3	3	10	15	26	52	146
Intellectual Disability Nursing (formerly Mental Handicap Nursing)	40	28								12	40
Psychiatric Nursing	45	20								15	35
Integrated and Childrens' General Nursing (new course 2006)	20	9		1	4	6					20
Midwifery	40	22			1	2	3	4	3	5	40
Pharmacy	70	14	62								76
Faculty of Science											
Human Genetics	13	1	7	5							13
Mathematics	30	3	2	3	2	10	5	2	2		29
Science	300	18	13	32	42	64	58	77	10		314
Theoretical Physics	35	3	17	8	8	1					37
Chemistry with Molecular Modelling	5					1					1
Medicinal Chemistry	25	1	2	9	6	5					23
Physics and Chemistry of Advanced Materials	20	1	1	1	2	2	1	3	2	3	16
Multi-Faculty											
Business Studies & French	15	1	3	3	3	1					11
Business Studies & German	20	3			2	2	5	6			18
Business Studies & Russian	7	3				1	1	1			6
Computer Science, Linguistics & French	10	1		1	2	2		1			7
Computer Science, Linguistics & German	10		1	1			1				3
Computer Science, Linguistics & Irish	5										0
History & Political Science	19	2	6	4	7						19
Law & French	12	1	8								9

Table A10: Distribution of points within each course - undergraduate new entrants 2006

			550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
<i>Multi-Faculty cont.</i>											
Law & German	12	1	10	4							15
Music Education	10				2	3	4	1			10
Two subject Moderatorship	388	60	53	37	61	37	56	33	15	11	363
TOTAL	2441	398	481	237	271	327	227	192	79	114	2326
<i>Total excluding specials:</i>											1928
Percentage of students who accepted a place and points level 2006			24.9%	12.3%	14.1%	17.0%	11.8%	10.0%	4.1%	5.9%	100%
<i>Cumulative percentages excluding specials 2006</i>			24.9%	37.2%	51.3%	68.3%	80.0%	90.0%	94.1%	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>		
<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%	
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 2006

			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	
		Specials (matures, deferrals, internationals,etc)									
Ancient History & Archaeology	23	6			1	4	3	4	1	3	22
Biblical & Theological Studies	24	4		1	3	1	2	4	2	5	22
Classical Civilisation	29	5		2	2	3	2	7	3	4	28
Drama Studies	22	4	6	3	4	4					21
Early Irish	10										0
Economics	43	7	9	2	4	3	17	3			45
English Literature	85	18	24	20	22						84
Film Studies	24	6	2	3	3	6	4	1			25
French	84	9	13	6	12	10	11	10	7	3	81
Geography	35	3			3	1	11	10			28
German	32	1	4	1	5	3	3	2	2	1	22
Greek		3	1	1		2		1		1	9
History	40	9	5	8	18						40
History of Art & Architecture	28	8	1	5	12	3					29
Italian	30	6	3	1	4	6	5		6		31
Jewish Studies	10					1					1
Latin	10	2					2	1	2	1	8
Mathematics	15	1	11	3	1						16
Modern Irish	30		3	3	6	2	6	4	2	4	30
Music	8	2	1	4	1						8
Philosophy	43	6	3	3	8	8	7	6			41
Psychology	17	3	12	3							18
Russian	36	2	1			2	2	2	3		12
Sociology	59	7	2	2	7	9	25	8	1		61
Spanish	39	8	5	4	5	6	12	3	1		44
Totals	776	120	106	75	121	74	112	66	30	22	726
								<i>Total excluding specials:</i>			606
<i>Percentage of students who accepted a place and points level 2006</i>			17.5%	12.4%	20.0%	12.2%	18.5%	10.9%	5.0%	3.6%	100%
<i>Cumulative percentages excluding specials 2006</i>			17.5%	29.9%	49.8%	62.0%	80.5%	91.4%	96.4%	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>		
<i>Cumulative percentages excluding specials 2005</i>			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%	
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: Two-subject moderatorship course: 2006 Final minimum entry levels

	AH	BT	CC	DR***	EI	EC	EN	FR	FS	GG	GE	GK	HS	AR	JS	MI	IT	LT	MT	MU**	PH	PS	RU	SC	SP
AH	-	345	-	-	-	-	510*	350*	-	-	-	350	500*	490*	480	-	400	370	-	-	-	-	350*	-	445*
BT	345	-	350	-	490	-	510*	350*	445*	-	390	350	500*	490*	-	350	-	370	-	-	430	550	350*	420	445*
CC	-	350	-	480*	-	-	510*	350*	-	-	-	350	500*	490*	480	350	400	370	-	-	430	-	350*	-	445*
DR***	-	-	480*	-	-	-	505	480*	480*	-	480*	480*	-	490*	-	480*	480*	480*	-	520	-	-	480*	480*	480*
EI	-	490	-	-	-	-	-	-	-	-	-	-	500*	490*	490	-	-	490	-	-	-	-	-	-	-
EC	-	-	-	-	-	-	-	-	-	430	440*	-	500*	-	-	-	-	-	510*	-	440*	550	440*	440*	445*
EN	510*	510*	510*	505	-	-	-	510*	510*	-	510*	510*	510*	510*	510*	510*	510*	510*	510*	520	510*	550	510*	510*	510*
FR	350*	350*	350*	480*	-	-	510*	-	445*	-	390	-	500*	490*	480	350*	390	370	510*	520	430	545*	350*	420	410
FS	-	445*	-	480*	-	-	510*	445*	-	-	445*	-	-	-	480	445*	445*	-	-	-	-	-	445*	-	445*
GG	-	-	-	-	-	430	-	-	-	-	-	-	500*	-	-	-	-	-	510*	-	430	545*	-	430	-
GE	-	390	-	480*	-	440*	510*	390	445*	-	-	-	500*	490*	480	390	400	-	510*	-	430	-	390	420	445*
GK	350	350	350	480*	-	-	510*	-	-	-	-	-	500*	-	480	-	400	-	-	-	430	-	350*	-	445*
HS	500*	500*	500*	-	500*	500*	510*	500*	-	500*	500*	500*	-	500*	500*	500*	500*	500*	-	520	500*	-	500*	500*	500*
AR	490*	490*	490*	490*	490*	-	510*	490*	-	-	490*	-	500*	-	490*	-	490*	490*	-	520	490*	-	-	490*	490*
JS	480	-	480	-	490	-	510*	480	480	-	480	480	500*	490*	-	480	-	480	-	-	480	550	480	480	480
MI	-	350	350	480*	-	-	510*	350*	445*	-	390	-	500*	-	480	-	400	370	-	520	430	-	350*	420	400
IT	400	-	400	480*	-	-	510*	390	445*	-	400	400	500*	490*	-	400	-	400	-	-	430	550	400	420	435
LT	370	370	370	480*	490	-	510*	370	-	-	-	-	500*	490*	480	370	400	-	510*	-	430	-	370	-	445*
MT	-	-	-	-	-	510*	510*	510*	-	510*	510*	-	-	-	-	-	-	-	510*	-	520	510*	550	-	-
MU**	-	-	-	520	-	-	520	520	-	-	-	-	520	520	-	520	-	-	520	-	520	550	-	-	-
PH	-	430	430	-	-	440*	510*	430	-	430	430	430	500*	490*	480	430	430	430	510*	520	-	550	430	430	-
PS	-	550	-	-	-	550	550	545*	-	545*	-	-	-	-	550	-	550	-	550	550	550	550	-	550	-
RU	350*	350*	350*	480*	-	440*	510*	350*	445*	-	390	350*	500*	-	480	350*	400	370	-	-	430	-	-	-	445*
SC	-	420	-	480*	-	440*	510*	420	-	430	420	-	500*	490*	480	420	420	-	-	-	430	550	-	-	445*
SP	445*	445*	445*	480*	-	445*	510*	410	445*	-	445*	445*	500*	490*	480	400	435	445*	-	-	-	-	445*	445*	-

* Not all applicants at this level were offered places.

** Applicants are assessed on a music test and interview and on their leaving certificate examination results.

*** Applicants are assessed on a questionnaire and interview and on their leaving certificate examination results.

AH: Ancient history and archaeology

BT: Biblical and theological studies

CC: Classical civilisation

DR: Drama studies

EI: Early Irish

EC: Economics

EN: English Literature

FR: French

FS: Film studies

GG: Geography

GE: German

GK: Greek

HS: History

AR: History of art and architecture

JS: Jewish studies

MI: Modern Irish

IT: Italian

LT: Latin

MT: Mathematics

MU: Music

PH: Philosophy

PS: Psychology

RU: Russian

SC: Sociology

SP: Spanish

Table A13: Repeated survey of undergraduate new entrants 2006, 2005, 2004,

Why did you choose Trinity College?*	2006	2005	2004
Reputation for Quality in Teaching	63%	63%	57%
Reputation for Quality in Research	26%	26%	25%
International Reputation	43%	44%	44%
College Life and Societies	27%	25%	21%
Location	38%	38%	32%
Recommended by School	10%	11%	15%
Employment Prospects ^	45%	47%	Not Available

*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 2005/2006 was 15,322. The geographical distribution of the student body is detailed in Table B1 below:

Table B1: Geographical distribution of the student body, 2005/2006

	Number of Students	% Distribution 2005/06	% Distribution 2004/05
Ireland:			
Republic of Ireland:	12,917	84.30	83.9
Northern Ireland:	442	2.88	3.1
Europe (EU):	1,065	6.95	7.1
Europe (Non EU):	66	0.43	0.5
Africa:	89	0.58	0.5
Asia:	292	1.91	1.7
Australasia:	12	0.08	0.1
North & Central America:	432	2.82	3.1
South America:	7	0.05	0
TOTAL:	15,322	100%	100%

Comparative figures for the years 2005/06 – 2000/01 are detailed in Table B2 below.

Table B2: Student numbers 2005/06 – 2000/01

	2005/06	2004/05	2003/04	2002/03	2001/02	2000/01
UNDERGRADUATE						
Full-time undergraduate degree	9,649	9,538	9,461	9,234	9,042	8,905
Full-time undergraduate diploma/ certificate/occasional	507	569	770	966	1,121	1,161
Part-time undergraduate degree/diploma/ certificate/occasional	635	859	990	1,118	1,183	1,194
Total undergraduate	10,791	10,966	11,221	11,318	11,346	11,260
POSTGRADUATE						
Full-time postgraduate degree	2,267	2,164	1,998	1,885	1,725	1,624
Full-time postgraduate diploma/ certificate/occasional	437	457	511	517	245	251
Part-time postgraduate degree/diploma/ certificate/occasional	1,827	1,677	1,698	1,791	1,849	1,714
Total postgraduate	4,531	4,298	4,207	4,193	3,819	3,589
TOTAL undergraduate + postgraduate (including SOCRATES)	15,322	15,264	15,428	15,511	15,165	14,849
Number of SOCRATES students	310	305	320	310	296	339
Total (excluding SOCRATES)	15,012	14,959	15,108	15,201	14,869	14,510

APPENDIX C – ACADEMIC STAFF

Table C1: Appointments by Faculty, 2005/2006

	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
Gender														
Arts & Humanities	2	3			1	1	5	5			1		9	9
Social & Human Sciences	1	2			7	5	4	1					12	8
Engineering & Systems Sciences								1			1	1	1	2
Health Sciences	3	1		3	3			3	4	6	2	2	12	15
Science	3		1		3		1						8	0
Irish School Of Ecumenics						1						1	0	2
Total	9	6	1	3	14	7	10	10	4	6	4	4	42	36

Table C2: Appointments by qualification, 2005/06

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	19	1	3		23
Contract of Indefinite Duration	2	2			4
5-Year Contract	2				2
4-year Contract	1				1
3-Year Contract	6	2			8
2-Year Contract	3	7			10
Temporary*	13	3	2	2	20
Lecturer / Registrar			10		10
Total 2005/06	46	15	15	2	78
% of total	59%	19%	19%	3%	100%
Total 2004/05	32 (55%)	8 (14%)	10 (17%)	8 (14%)	58 (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, 2005/2006

	Male	% Male	Female	% Female	Total	%
Permanent	9	11.5%	6	7.7%	15	19.2%
Contract of Indefinite Duration	1	1.3%	3	3.8%	4	5.1%
Fixed-term Contract	14	17.9%	7	9.0%	21	26.9%
Temporary	10	12.8%	10	12.8%	20	25.6%
Lecturer / Registrar	4	5.1%	6	7.7%	10	12.8%
Professorial	4	5.1%	4	5.1%	8	10.3%
Total 2005/06	42	53.8%	36	46.2%	78	100%
Total 2004/05	37	63.8%	21	36.20%	58	100%

STAFF/STUDENT RATIOS 2005-06

Table C4(a)

SUMMARY OF ANALYSIS

RATIOS 2004/05*	FACULTY	STAFF FTE	STUDENT FTE				Ratios 2005/06
			Undergraduate	Postgraduate Taught	Postgraduate Research***	Total	
24	Social & Human Sciences	172.16	2591.36	784.72	301.65	3677.73	21
16	Health Sciences **	185.53	2372.88	537.79	222.00	3132.67	17
16	Arts & Humanities	151.09	1898.45	181.87	300.66	2380.98	16
16	Science	140.75	1689.82	23.05	419.50	2132.37	15
17	Engineering & Systems Sciences	129.18	1088.99	407.19	294.50	1790.68	14
18	COLLEGE	778.71	9641.50	1934.62	1538.31	13114.43	17

* For comparative purposes, 2004-05 data has been recalculated according to 2005-06 structures. This has been done throughout for School / Vice-Deanery and Faculty ratios in 2004-05.

** 2005-06 figures exclude Dental Science as staff data not available

*** The calculation of staff:student ratios in 2005-06, does not include those postgraduate research students made live on College systems for thesis examination only

**Staff:Student Ratios
2005/06 - 1990/91**

Table C4(b)

	BESS	Arts (Humanities)	Engineering	Science	Arts (Letters)	Health Sciences	TCD
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

Academic Year	Arts & Humanities	Social & Human Sciences	Engineering & Systems Sciences	Health Sciences***	Science	TCD
2004-05	16	24	17	16	16	18
2005-06	16	21	14	17	15	17
Staff FTE 2005-06	151	172	129	186	141	779
Student FTE 2005-06	2381	3678	1791	3133	2132	13114

* 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

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

*** 2005-06 figure excludes Dental School

STAFF/STUDENT RATIOS 2005/06

Table C4 (c)

Faculty of Social Human Sciences

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2005/06
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
28	32	26	School of Business Studies	23.65	408.74	145.11	50.66	604.51	26
14	14	14	School of Psychology	22.24	156.52	87.76	48	292.28	13
			School of Social Sciences and Philosophy						
30	33	32	Sociology	11.52	250.9	14	30	294.90	26
27	26	29	Political Science	11.84	234.97	4	24	262.97	22
26	24	25	Economics	24.71	445.59	40	33.33	518.92	21
19	20	22	Philosophy	8.96	141.52	9.17	14	164.69	18
		27	Total	57.03	1072.98	67.17	101.33	1241.48	22
11	11	11	School of Social Work and Social Policy	23.39	138.75	87.29	20	246.04	11
			Vice-Deanery, Faculty of Social and Human Sciences						
39	40	39	Education	22.57	392.99	335.24	34	762.23	34
31	30	30	Law	23.28	421.38	62.15	47.66	531.19	23
		35	Total	45.85	814.37	397.39	81.66	1293.42	28
		24	FACULTY	172.16	2591.36	784.72	301.65	3677.73	21

Staff figures include:Business Studies

1 FTE for Chair funded from a benefaction, 3 FTE for self-financing programmes, 1 FTE for Broad Curriculum lecturer

Psychology:

1 FTE for Chair funded from a benefaction, 1 FTE for Broad Curriculum lecturer and 7 FTE from self-financing courses

Economics

1 FTE for Chair funded from a benefaction, 1 FTE in lieu of vacant chair, 3 FTE from self-financing activity

Political Science

1 FTE for Broad Curriculum lecturer

Philosophy:

1 FTE for Broad Curriculum lecturer, 1 FTE for part-time lecturers in lieu of vacant chair.

Sociology

0.5 FTE for Broad Curriculum lecturer (shared with Geography)

Social Work and Social Policy

5 FTE for self-financing programmes, 1.5 FTE externally funded

Law:

1 FTE for Broad Curriculum lecturer, 4 FTE from self-financing activity

STAFF/STUDENT RATIOS 2005/2006

Table C4(d)

Faculty of Health Sciences

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2005/06
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
8	8	9	School of Dental Science	See note 1	228.81	32.39	19.00	280.20	See note 1
			School of Medicine						
17	13	16	Surgery	7.15	156.70	0.00	13.50	170.20	24
15	17	17	Psychiatry	3.98	47.49	25.00	10.50	82.99	21
21	16	18	Clinical Medicine	16.18	191.99	96.16	48.00	336.15	21
16	20	16	Anatomy	7.10	122.61	4.65	2.00	129.26	18
16	14	14	Physiology	11.32	127.23	24.31	22.00	173.54	15
8	9	14	Division of Laboratory Medicine	10.57	57.20	69.27	30.00	156.47	15
8	9	13	Pharmacology & Therapeutics	5.08	43.38	15.18	12.00	70.56	14
13	16	13	Occupational Therapy	11.17	142.49	5.05	2.00	149.54	13
11	10	11	Physiotherapy	13.68	127.88	13.44	11.00	152.32	11
5	6	7	Radiation Therapy	7.10	69.36	0.00	4.00	73.36	10
8	13	7	Obstetrics & Gynaecology	4.88	16.54	8.95	7.00	32.49	7
7	5	13	Public Health and Primary Care	5.76	22.48	12.27	4.00	38.75	7
7	6	13	Paediatrics	4.30	22.04	0.00	1.00	23.04	5
		13	Total	108.27	1147.39	274.28	167	1588.67	15
27	25	24	School of Nursing & Midwifery	56.76	976.44	206.77	19.00	1202.21	21
n/a	19	17	School of Pharmacy and Pharmaceutical Sciences	20.50	249.05	56.74	36.00	341.79	17
		16	FACULTY (excl Dental Science)	185.53	2372.88	537.79	222.00	3132.67	17

Note 1: Staff FTE data for Dental Science was not available at time of completion of this report. Overall staff:student ratio data for the Faculty has been calculated excluding Dental Science

Staff figures include:

Clinical Medicine	1 FTE for lecturer in AMiNCH funded by School
Obstetrics & Gynaecology	0.25 FTE funded by AMiNCH
Pharmacology	1 FTE funded by Faculty
Physiology	1 FTE funded by Science expert skills funding, 0.5 FTE joint appointment with St James's Hospital
Physiotherapy	2 FTE funded by HSE, 1 FTE funded by St James's Hospital
Psychiatry	0.5 FTE funded by St Patrick's Hospital, 0.5 FTE funded by CMH
Public Health & Primary Care	0.5 FTE funded by HSE, 0.5 FTE from self-financing activity
Surgery	1 FTE funded by School
Laboratory Medicine	1 FTE funded by School, 1 FTE funded by diagnostic service

STAFF/STUDENT RATIOS 2005-06

Table C4 (e)

Faculty of Arts & Humanities

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2005/06
				<i>Total</i>	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
			School of Histories and Humanities						
21	21	22	History	21.76	313.44	20.00	73.00	406.44	19
			(formerly Medieval History and Modern History as separate departments)						
21	23	20							
18	22	18	Classics	8.39	123.71	0.42	25.00	149.13	18
20	13	15	History of Art	7.71	79.35	11.07	19.00	109.42	14
10	14	14	Centre for Gender and Womens Studies	1.65	0.00	15.08	6.00	21.08	13
		19	<i>Total</i>	<i>39.51</i>	<i>516.50</i>	<i>46.57</i>	<i>123.00</i>	<i>686.07</i>	<i>17</i>
			School of Linguistic, Speech and Communication Sciences						
12	12	14	Clinical Speech & Language Studies	7.02	95.57	7.20	1.00	103.77	15
9	12	11	Language and Communication Studies	16.09	87.79	25.50	31.33	144.62	9
		12	<i>Total</i>	<i>23.11</i>	<i>183.36</i>	<i>32.7</i>	<i>32.33</i>	<i>248.39</i>	<i>11</i>
			Vice Deanery, Faculty of Arts and Humanities						
21	22	23	English	20.27	342.26	56.23	50.33	448.82	22
11	14	15	Hispanic Studies	4.74	83.25	1.05	9.00	93.30	20
12	15	17	Irish	4.53	75.19	0.00	5.00	80.19	18
13	14	14	French	12.13	189.89	10.07	10.00	209.96	17
14	13	17	Religions & Theology	6.08	88.93	0.00	16.00	104.93	17
13	14	13	Drama	12.43	168.99	8.33	24.00	201.32	16
11	10	13	Italian	4.81	56.45	1.96	4.00	62.41	13
12	13	16	Music	7.37	61.37	20.50	13.00	94.87	13
10	11	13	Germanic Studies	8.98	88.57	3.56	10.00	102.13	11
5	5	5	Russian	7.13	43.69	0.90	4.00	48.59	7
		15	<i>Total</i>	<i>88.47</i>	<i>1198.59</i>	<i>102.60</i>	<i>145.33</i>	<i>1446.52</i>	<i>16</i>
		16	FACULTY	151.09	1898.45	181.87	300.66	2380.98	16

Staff figures include:

Classics: 2 FTE funded by Leventis Foundation and Walsh Family Lectureship, 1FTE in lieu of vacant Chair

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

History: 1 FTE for Chair of Contemporary Irish History funded from a benefaction, 1 FTE for Broad Curriculum lecturer, 1 FTE for self-financing course

G&WS 1 FTE funded externally

CLCS: 3 FTE for self-financing courses, 4 FTE transferred from ITE

CSLS 2 FTE in lieu of vacant Chair. 0.5 FTE seconded from St James's Hospital

English: 1 FTE for Broad Curriculum Lecturer

Italian: 1 FTE for Italian Government funded Lettrice di Ruolo

Russian: 1 FTE for Thomas Brown Lectureship

Drama: 1 FTE for Professor in Drama Studies funded by a benefaction, 1 FTE for Broad Curriculum Lecturer

STAFF/STUDENT RATIOS 2005/06

Table C4 (f)

Faculty of Science

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 2005/06	
					Undergraduate	Postgraduate Taught	Postgraduate Research		Total
17	14	14	School of Biochemistry & Immunology	17.50	141.28	0.00	46.00	187.28	11
18	18	21	School of Chemistry	20.32	324.58	0.00	80.00	404.58	20
19	22	19	School of Mathematics	22.09	395.27	7.00	18.00	420.27	19
			School of Natural Sciences						
11	13	12	Botany	9.29	92.69	7.50	29.00	129.19	14
16	19	15	Geography	11.48	146.30	1.75	30.00	178.05	16
9	11	12	Geology	10.55	89.28	1.75	29.00	120.03	11
15	15	17	Zoology	11.54	143.84	5.00	31.00	179.84	16
		14	Total	42.86	472.11	16.00	119.00	607.11	14
12	12	14	School of Physics	21.37	178.66	0.00	92.00	270.66	13
			Vice Deanery of Genetics & Microbiology						
15	14	15	Genetics	8.40	81.51	0.00	39.00	120.51	14
17	17	14	Microbiology	8.21	96.41	0.05	25.50	121.96	15
		14	Total	16.61	177.92	0.05	64.50	242.47	
		16	FACULTY	140.75	1689.82	23.05	419.50	2132.37	15

Staff figures include:Biochemistry:

1 FTE funded from a benefaction

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 shared with Geology, 0.5 FTE for Broad Curriculum lecturer joint with Sociology, 1 FTE for lecturer seconded from Carysfor

Geology:

0.5 FTE for Broad Curriculum lecturer shared with Geography

Physics:

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

STAFF/STUDENT RATIOS 2005/06

Table C4 (g)

Faculty of Engineering and Systems Sciences

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE			RATIOS 2005/06	
					Undergraduate	Postgraduate Taught	Postgraduate Research		Total
			School of Computer Science and Statistics						
13	13	17	Statistics	12.38	119.98	59.51	16.00	195.49	16
19	17	16	Computer Science	62.98	460.46	190.36	146.00	796.82	13
		16	<i>Total</i>	<i>75.36</i>	<i>580.44</i>	<i>249.87</i>	<i>162.00</i>	<i>992.31</i>	<i>13</i>
			School of Engineering						
21	20	21	Civil, Structural and Environmental	21.89	217.86	117.50	42.00	377.36	17
13	14	18	Mechanical & Manufacturing Engineering	16.26	207.73	19.32	51.50	278.55	17
10	9	11	Electronic & Electrical Engineering	15.67	82.96	20.50	39.00	142.46	9
		17	<i>Total</i>	<i>53.82</i>	<i>508.55</i>	<i>157.32</i>	<i>132.50</i>	<i>798.37</i>	<i>15</i>
		17	FACULTY	129.18	1088.99	407.19	294.50	1790.68	14

Staff figures include:

Computer Science

20.5 FTE for self-financing courses, 1 FTE in lieu of Associate Professor seconded to SFI

Statistics:

1 FTE for self financing course

Civil Engineering:

1 FTE for lecturer in lieu of Chair vacancy, 1 FTE funded by department

Mechanical Engineering:

2 FTE for self financing course

STAFF/STUDENT RATIOS 2005/06

Table C4 (h)

Irish School of Ecumenics

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	SCHOOLS & DEPARTMENTS	STAFF FTE	STUDENT FTE				RATIOS 2005/06
					Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
8	10	10	Irish School of Ecumenics	7.82	0.00	93.50	20.00	113.50	15

APPENDIX D: ACADEMIC PROGRESS

Table D1: Junior Freshman full-time degree students successfully completing the year, 2005/06 - 1996/97

	2005/06		2004/05		2003/04		2002/03		2001/02		2000/01		1999/00		1998/99		1997/98		1996/97	
	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 and Humanities																				
Biblical & Theological Studies	84%	19	63%	16	53%	17	63%	19	70%	27	41%	17	71%	14	38%	24	59%	22	79%	19
History	100%	38	97%	35	98%	42	100%	38	90%	41	95%	37	97%	39	100%	40	95%	39	98%	43
Music	79%	14	60%	15	80%	10	91%	11	100%	9	100%	6	84%	19	77%	13	92%	13	88%	17
Theology	100%	5	100%	6	n/a	n/a														
Classics	n/a	0	80%	5	80%	5	71%	7	67%	6	100%	3	67%	3	100%	4	80%	5	80%	10
Drama & Theatre Studies	100%	13	100%	16	94%	18	93%	14	100%	12	100%	11	93%	15	94%	17	89%	9	92%	12
Early & Modern Irish	90%	10	60%	12	58%	19	44%	16	88%	8	0%	11	50%	16	47%	17	36%	14	47%	19
English Studies	100%	24	97%	36	97%	37	89%	35	93%	30	95%	40	92%	37	98%	40	94%	34	92%	36
Germanic Languages	100%	3	100%	5	14%	7	71%	7	63%	8	43%	7	70%	10	43%	7	100%	11	67%	6
Bachelor in Acting Studies	100%	12	100%	10	100%	10	-	-	92%	12	93%	14	92%	12	100%	12	100%	11	100%	11
Clinical Speech and Language Studies	93%	42	90%	29	100%	25	100%	27	91%	32	88%	26	92%	25	100%	28	92%	26	92%	24
European Studies	97%	36	97%	37	100%	33	100%	38	97%	37	94%	34	100%	35	93%	41	88%	33	92%	38
Average	95%	216	89%	222	87%	223	88%	212	89%	222	83%	206	88%	225	85%	243	86%	217	87%	235
Faculty of Social and Human Sciences																				
B.Ed	97%	225	99%	192	98%	202	98%	210	97%	198	94%	195	93%	193	99%	146	98%	120	94%	117
B.Ed. (Home Econ)	n/a	0	n/a	n/a	91%	22	97%	31	97%	29	96%	27	81%	26	90%	29	100%	29	88%	24
Law	96%	79	99%	80	95%	87	97%	79	99%	84	98%	81	97%	86	100%	88	99%	83	94%	81
Mental and Moral Science	79%	19	94%	17	89%	19	81%	16	95%	20	94%	16	86%	14	95%	20	95%	19	100%	14
Philosophy & Political Science	93%	14	92%	13	92%	13	92%	13	100%	10	100%	10	100%	10	90%	10	90%	10	90%	10
Psychology	97%	37	91%	33	100%	30	87%	30	90%	40	100%	31	97%	37	93%	40	97%	35	94%	32
Economic & Social Studies	92%	226	94%	211	96%	214	94%	252	94%	227	96%	243	94%	236	93%	245	90%	236	90%	239
Social Studies	97%	35	93%	30	97%	32	92%	36	94%	31	97%	33	93%	30	100%	29	90%	29	97%	29
Sociology & Social Policy	93%	29	90%	20	84%	25	90%	21	82%	22	87%	23	88%	25	76%	21	76%	17	91%	22
Average	95%	664	96%	596	96%	644	95%	688	95%	661	96%	659	93%	657	95%	628	94%	578	92%	568
Faculty of Engineering and Systems Sciences																				
B.A. Computer Science	85%	33	68%	38	64%	42	64%	61	76%	74	80%	69	79%	63	78%	68	80%	64	72%	74
Engineering	88%	185	90%	181	88%	182	86%	178	91%	204	82%	191	79%	198	80%	186	83%	188	79%	185
Information & Communications Technology	n/a	n/a	80%	5	60%	10	83%	18	77%	47	69%	90	61%	127	72%	124	85%	80	-	-
Management Science and Information Systems Studies	88%	24	89%	28	91%	22	100%	19	100%	26	93%	27	96%	28	100%	24	96%	28	88%	33
Manufacturing Engineering with Management Science	63%	19	59%	17	65%	20	67%	12	68%	25	53%	15	-	-	-	-	-	-	-	-
Average	86%	261	84%	269	82%	276	81%	288	85%	376	78%	392	75%	416	78%	402	84%	360	78%	292

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, 2005/06 - 1996/97

	2005/06		2004/05		2003/04		2002/03		2001/02		2000/01		1999/00		1998/99		1997/98		1996/97		
	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	
(/....contd)																					
Faculty of Health Science																					
Dental Science	93%	40	100%	38	100%	36	100%	34	100%	41	100%	42	95%	41	91%	33	90%	41	90%	42	
Medicine (6 years)	n/a	n/a	98%	50	96%	76	97%	74	94%	86	100%	78	93%	84	95%	77	95%	85	99%	78	
Medicine (5 years)	96%	81																			
Nursing Studies	89%	247	82%	235	93%	231	90%	188	-	-	-	-	-	-	-	-	-	-	-	-	
Occupational Therapy	92%	38	97%	38	93%	41	100%	47	97%	39	94%	35	93%	29	97%	30	93%	30	97%	30	
Physiotherapy	95%	42	91%	34	97%	39	98%	42	85%	40	91%	35	90%	31	97%	33	100%	30	97%	31	
Radiation Therapy	87%	31	96%	25	92%	26	87%	23	90%	21	100%	12	92%	12	100%	8	88%	8	100%	14	
Pharmacy	97%	71	96%	67	97%	60	100%	77	100%	73	96%	69	99%	76	99%	73	100%	76	93%	71	
Average	92%	550	89%	487	95%	509	95%	485	95%	300	97%	271	95%	273	96%	254	96%	270	96%	266	
Faculty of Science																					
Chemistry with Molecular Modelling (previously Comp Physics/Comp Chemistry)	100%	1	100%	5	67%	3	100%	2	67%	6	75%	4	82%	11	100%	19	100%	10	-	-	
Human Genetics	67%	6	91%	11	100%	11	100%	9	93%	15	100%	14	100%	11	100%	7	100%	10	100%	9	
Mathematics	73%	26	68%	31	68%	25	74%	27	73%	37	77%	30	90%	30	81%	37	72%	29	90%	29	
Medicinal Chemistry	82%	22	88%	25	92%	24	94%	34	92%	24	94%	17	100%	16	-	-	-	-	-	-	
Natural Sciences	85%	299	89%	297	86%	285	81%	293	85%	278	84%	288	73%	273	85%	257	86%	266	88%	243	
Physics and Chemistry of Advanced Materials	69%	16	73%	11	88%	16	80%	10	63%	8	89%	9	-	-	-	-	-	-	-	-	
Theoretical Physics	79%	28	94%	33	94%	31	100%	24	83%	30	89%	35	85%	27	100%	19	90%	20	95%	20	
Average	83%	398	87%	413	86%	395	83%	399	84%	398	85%	397	78%	368	87%	339	86%	335	89%	301	
Multi-Faculty																					
Business Studies & a Language	66%	38	83%	40	80%	44	79%	57	85%	48	82%	57	79%	47	84%	50	73%	51	87%	39	
Music Education	100%	9	100%	8	100%	11	100%	10	100%	6	100%	7	100%	10	100%	11	100%	10	100%	12	
Computer Science, Linguistics & a Language	40%	5	100%	4	100%	6	89%	9	88%	17	70%	27	67%	24	62%	29	64%	28	71%	34	
History & Political Science	100%	13	100%	16	94%	16	100%	13	100%	15	100%	15	93%	15	100%	16	100%	15	92%	13	
Law and French	100%	14	88%	8	100%	10	100%	11	100%	9	91%	11	100%	10	100%	10	100%	10	100%	11	
Law and German	93%	14	100%	8	100%	12	91%	11	100%	9	100%	10	100%	11	92%	13	100%	10	94%	16	
Two Subject Moderatorship	88%	354	88%	330	90%	331	90%	325	87%	337	83%	355	85%	378	88%	371	85%	360	83%	356	
Average	87%	447	88%	414	90%	430	89%	436	88%	441	83%	482	85%	495	87%	500	84%	484	84%	481	
COLLEGE AVERAGE	90%	2536	90%	2401	91%	2477	90%	2508	90%	2398	88%	2407	86%	2434	88%	2366	88%	2244	88%	2143	

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.

Table D2: Foundation and non-foundation scholarships awarded by course 2006, 2005, 2004

Faculty / Course	2006	2006	2006	2005	2005	2005	2004
	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 and Humanities							
Biblical and Theological Studies	1	15	7%	1	12	8%	1
Theology	1	7	14%	0	6	0%	1
History	2	39	5%	1	43	2%	0
Music	0	10	0%	0	12	0%	2
Classics	2	4	50%	1	3	33%	1
Drama and Theatre Studies	0	15	0%	0	18	0%	0
Early and Modern Irish	1	8	13%	0	12	0%	1
English Studies	0	36	0%	1	38	3%	3
Germanic Languages	0	5	0%	0	2	0%	0
Clinical Speech and Language Studies	0	25	0%	0	25	0%	0
European Studies	1	37	3%	1	31	3%	0
Total	8	201	4%	5	202	2%	9
Faculty of Social and Human Sciences							
Bachelor in Education	0	192	0%	0	200	0%	0
Law	3	78	4%	3	82	4%	3
Mental and Moral Science	0	17	0%	0	14	0%	0
Psychology	2	29	7%	2	31	6%	2
Bachelor in Education (Home Economics)	0	0	0%	0	20	0%	0
Economic and Social Studies	4	215	2%	8 *	220		9
Social Studies	1	31	3%	1	32	3%	0
Sociology and Social Policy	0	14	0%	1	16	6%	0
Philosophy and Political Science	2 *	10		1	13	8%	0
Total	12	586		16	628		14
Faculty of Engineering & Systems Sciences							
B.A Computer Science	0	27	0%	1	29	3%	3 *
B.Sc. Computer Science (Evening)	0	12	0%	1	14	7%	0
Engineering	2	171	1%	5	160	3%	5
Management Science and Information Systems Studies	0	23	0%	0	22	0%	2
Manufacturing Engineering + Management Science	0	9	0%	0	14	0%	0
Information & Communications Technology	0	4	0%	0	8	0%	0
B.Sc (Information Systems) Hons^	1 *	n/a		0	n/a	0%	0
Total	3	246		7	247	3%	10
Faculty of Health Sciences							
Dental Science	2	37	5%	4 *	40		3
Human Nutrition & Dietetics	0	24	0%	1	18	6%	0
Medicine	10 *	54		8 *	123		10 *
Occupational Therapy	0	37	0%	0	39	0%	0
Radiation Therapy	0	25	0%	0	20	0%	0
Physiotherapy	2	35	6%	4	38	11%	2
Nursing Studies	0	197	0%	1	214	0%	0
Pharmacy	1	65	2%	3	59	5%	1
Total	15	474		21	551		16
Faculty of Science							
Human Genetics	1	11	9%	0	10	0%	2
Mathematics	2	26	8%	3	18	17%	3 *
Natural Sciences	6 *	272		4	273	1%	8
Theoretical Physics	5	26	19%	5 *	30		3
Medicinal Chemistry	0	23	0%	0	20	0%	0
Physics & Chemistry of Adv. Materials	1	12	8%	3	14	21%	2
Computational Science	1	6	17%		3		
Chemistry with Molecular Modelling	0	0	0%	0	3	0%	0
Total	16	376		15	371		18
Multi-Faculty							
Business Studies and a Language	0	34	0%	1	34	3%	1
Computer Science,Linguistics and a Language	0	4	0%	1	6	17%	0
History and Political Science	0	17	0%	2	14	14%	3
Law and French	3	7	43%	2	10	20%	3
Law and German	0	10	0%	1	8	13%	0
B.Sc. Business & Information Technology	0	15	0%	0	29	0%	0
Bachelor in Music Education	0	8	0%	0	10	0%	0
Two Subject Moderatorship	8 *	299		9 *	298		5
Total	11	394		16	409		12
Grand Total	65	2277	3%	80	2408		79

*In cases where one or more scholarships were awarded to Sophister students, a percentage for the course and faculty is not provided.

^ Students register on the Diploma course for the first two years

Table D3 - External Examiners for undergraduate courses appointed to examine in 2005/06

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	2005/06		2004/05
								No. of Reports Received*	% of Reports Received*	% of Reports Received**
Arts & Humanities	5	0	22	4	2	5	38	33	87%	86%
Social & Human Sciences	11	2	14	2	0	1	30	18	60%	81%
Engineering & Systems Sciences	6	0	5	0	0	0	11	10	91%	100%
Health Sciences	12	3	23	3	2	8	51	21	41%	41%
Science	1	2	13	3	1	1	21	17	81%	86%
TOTAL	35	7	77	12	5	15	151	99	66%	71%
Percentage	23%	5%	51%	8%	3%	10%	100%			

* As at 18th October 2006

** As of 4 November 2005

Table D4: Degrees conferred, 2005 - 1996

	2005		2004		2003		2002		2001		2000		1999		1998		1997		1996	
	In Person	In Absentia																		
Primary Degrees																				
Moderatorships	998	63	1062	56	1027	43	1102	42	995	48	989	49	932	38	839	40	848	54	809	37
Bachelor in Arts	313	31	302	30	308	26	306	30	283	12	311	8	269	10	272	14	286	15	253	22
<i>Other Primary Degrees</i>																				
TCD	1272	75	1255	70	1258	72	1228	53	1046	40	1065	33	921	37	986	25	890	26	883	23
DIT	9	6	15	5	47	16	178	87	807	110	846	108	833	96	841	114	719	129	805	158
Total Primary Degrees	2592	175	2634	161	2640	157	2814	212	3131	210	3211	198	2955	181	2938	193	2743	224	2750	240
Higher Degrees																				
Master in Arts	98	79	85	71	90	74	107	87	88	83	142	77	96	77	74	92	46	100	54	98
Master in Arts (<i>jure officii</i>)	42	0	14	0	8	0	8	0	11	0	5	0	6	0	7	0	6	0	9	1
Other Masters	742	102	670	89	587	135	554	116	555	96	555	73	492	87	399	70	341	73	393	68
Doctors	192	14	164	12	149	23	161	16	155	11	169	17	130	10	143	12	136	10	126	10
Total Higher Degrees	1074	195	933	172	834	232	830	219	809	190	871	167	724	174	623	174	529	183	582	177
Sub Total	3666	370	3567	333	3474	389	3644	431	3940	400	4082	365	3679	355	3561	367	3272	407	3332	417
Grand Total	4036		3900		3863		4075		4340		4447		4034		3928		3679		3749	
Number of Ceremonies	30		29		27		28		32		32		31		31		30		28	

Table D5: Summary of grades achieved at undergraduate honors degree examinations in 2005/06 - 2000/01

	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
2005/06	16%	51%	23%	6%	4%	100%
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%
<p>*'Other' includes the following returns: Absent, Allowed B.A., Awaiting Result, Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld</p> <p>Note: These data exclude Medicine and Dental Science as they have an undivided second class (see Table D6 for information).</p>						

*Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2005/06**

2005/06	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
<i>Faculty of Arts & Humanities</i>						
Biblical and Theological Studies	1	3	6		1	11
History	8	21	4		1	34
Music	4	4	3		1	12
Clinical Speech and Language Studies	2	19	6	1	1	29
Classics	2	2	1	1		6
European Studies-Double Diploma						0
European Studies	3	22	5			30
Drama and Theatre Studies	3	7	2	1		13
Early and Modern Irish	3	1	2			6
English Studies	9	14	2	1		26
Germanic Languages			1			1
Total	35	93	32	4	4	168
Percentage distribution	20.8%	55.4%	19.0%	2.4%	2.4%	100%
<i>Faculty of Social & Human Sciences</i>						
Business Studies	6	38	6			50
Economic and Social Studies	26	115	32	1	5	179
Social Studies	5	23	3			31
Law	10	68	5		3	86
B.Ed. (Home Economics)	1	12	14			27
Education	16	113	30		2	161
Mental and Moral Science	1	10				11
Philosophy and Political Science	2	7	2			11
Psychology	7	16	1			24
Sociology and Social Policy		10	6	1		17
Total	74	412	99	2	10	597
Percentage distribution	12.4%	69.0%	16.6%	0.3%	1.7%	100%
<i>Faculty of Engineering & Systems Sciences</i>						
B.Sc. Computer Science - Honors		4	2	1	2	9
B.Sc (Information Systems) Honors	4	9	12	7	1	33
Computer Science	10	11	8		4	33
Engineering	36	52	55	3	4	150
Information and Communications Technology	1	4	6	4	2	17
Manufacturing Engineering with Management Science		2	4	1		7
Management Science and Information Systems Studies	8	8			1	17
Total	59	90	87	16	14	266
Percentage distribution	22.2%	33.8%	32.7%	6.0%	5.3%	100%

*Data as at 8th November 2006

*Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2005/06**

2005/06	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total
<i>(...contd.)</i>						
Faculty of Health Sciences (excl. Medicine & Dental Science)						
Bachelor in Midwifery Studies		4	3	1	3	11
Bachelor In Nursing Studies	10	33	35	32	26	136
B.Sc. Nursing Studies	10	36	45	50	15	156
Occupational Therapy	2	26	17		1	46
Pharmacy	27	38	10	1	3	79
Physiotherapy	8	34	4			46
Radiation Therapy	1	10	8			19
Total	58	181	122	84	48	493
Percentage distribution	11.8%	36.7%	24.7%	17.0%	9.7%	100%
Faculty of Science						
Computational Science: Chemistry	1	1				2
Chemistry with Molecular Modelling						0
Human Genetics	4	5				9
Mathematics	12	4	6	6		28
Medicinal Chemistry	9	11	6	1		27
Natural Sciences	32	96	73	10		211
Physics and Chemistry of Advanced Materials	1	5	2			8
Theoretical Physics	4	8	5	2		19
Total	63	130	92	19	0	304
Percentage distribution	20.7%	42.8%	30.3%	6.3%	0.0%	100%
Multi-Faculty						
B.Sc (Business and Information Technology)	6	20	7		1	34
Business Studies and a Language	1	15	8		5	29
Computer Science, Linguistics and a Language	1	2	1			4
History and Political Science	7	4				11
Law and French	3	6	1			10
Law and German	2	5	1			8
Music Education		8	2			10
Two Subject Moderatorship	33	156	63		8	260
Total	53	216	83	0	14	366
Percentage distribution	14.5%	59.0%	22.7%	0.0%	3.8%	100%
*Other' includes Absent, Allowed B.A., Awaiting Result, Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld						
COLLEGE TOTAL	342	1122	515	125	90	2194
Percentage distribution	16%	51%	23%	6%	4%	100%
Cumulative percentage distribution	16%	67%	90%	96%	100%	
Faculty of Health Sciences - Dental Science & Medicine	I	II		PASS	Other**	Total
Dental Science	2	18		16	3	39
Medicine	2	41		63	9	115
Dental Science/Medicine total	4	59		79	12	154
**Other' includes Absent, Deferred, Excluded, Fail, Incomplete, Withheld, Medical Certificate						

*Data as at 8th November 2006

APPENDIX E

NEW FACULTY/SCHOOL/VICE-DEANERY STRUCTURE 2006/07

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 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 Chemistry</i> <ul style="list-style-type: none"> Inorganic and Synthetic Materials Chemistry Organic, Biological and Medicinal Chemistry Physical, Computational and Materials Chemistry
<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>School of Social Work and Social Policy</i> <ul style="list-style-type: none"> Social Studies 	<i>School of Computer Science and Statistics</i> <ul style="list-style-type: none"> Computer Science Statistics 	<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 Mathematics</i> <ul style="list-style-type: none"> Mathematics
<i>School of Drama, Film and Music</i> <ul style="list-style-type: none"> Drama and Theatre Studies Music 	<i>School of Business</i> <ul style="list-style-type: none"> Business Studies 		<i>School of Pharmacy and Pharmaceutical Sciences</i> <ul style="list-style-type: none"> Pharmacy 	<i>School of Natural Sciences</i> <ul style="list-style-type: none"> Geography Geology Zoology Botany
<i>School of English</i> <ul style="list-style-type: none"> English 	<i>School of Psychology</i> <ul style="list-style-type: none"> Psychology 		<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 Biochemistry and Immunology</i> <ul style="list-style-type: none"> Biochemistry Immunology
<i>School of Languages, Literatures and Cultural Studies</i> <ul style="list-style-type: none"> Centre for European Studies Germanic Studies Hispanic Studies Irish & Celtic Languages Italian Russian & Slavonic Studies French 	<i>School of Education</i> <ul style="list-style-type: none"> Education 			<i>School of Physics</i> <ul style="list-style-type: none"> Physics
<i>Vice-Deanery, Arts and Humanities</i> <ul style="list-style-type: none"> Religions and Theology 	<i>School of Law</i> <ul style="list-style-type: none"> Law 			<i>Vice-Deanery of Genetics & Microbiology</i> <ul style="list-style-type: none"> Genetics Microbiology

APPENDIX F

Broad Curriculum Cross-Faculty Courses on offer in 2005/06

- *Art and Society* - Department of History of Art and Architecture
- *Business and Enterprise* - School of Business Studies
- *Citizens, Politics and Decisions* - Department of Political Science
- *Critical Thinking* - School of Psychology
- *The 'Rise' of the West and the Origins of the Modern World* - 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
- *The Foundation of Human Values* - Department of Philosophy
- *Understanding Literature* - School of English
- *Working with Film: History, Context and Detail* - Department of Drama and Theatre Studies

APPENDIX G

Learning Innovation Projects – Funded Projects 2005 / 2006

Title	Departments	Amount Awarded €
<i>Departmental Initiatives</i>		
Web based learning for development studies: exploration and use of video streaming for online distance learning	Economics and Education	8,000
The On-line Neuroanatomy Atlas	Anatomy	10,000
Biomechanics e-Learning module.	Mechanical and Manufacturing Engineering	5,000
Virtual Instrumentation – making spectroscopy real	Chemistry	10,000
Trinity Access Programmes	Trinity Access Programmes	8,000
<i>Individual Projects</i>		
The acquisition of Digital Video Production computer equipment for curriculum development and the enhancement of teaching and learning methods within Film Studies.	Drama (Film Studies)	1,239
Gender and Technology	Gender and Women's Studies	5,000
The Essential early modern European experience	Modern History / European Studies	3,800
Pedagogic Innovation to implement Inclusive Studies for students with intellectual disabilities	National Institute for the Study of Learning Difficulties	5,000
"Expansion of Anatomy WebCT E-resources in response to increasing student demand/usage"	Anatomy	10,000
Developing a protocol and tools for programme evaluation	Nursing and Midwifery	4,000
Teaching Communication for Nursing Care	Nursing and Midwifery	3,000
Re-designing Research Methods Module for Case-based Teaching	Health Policy and Management	500
Curriculum design and assessment methods for water science and technology	Centre for the Environment	1,000
Development of an Interactive web based continual assessment for Pharmacology	Pharmacology and Therapeutics	1,000
Nursing and Midwifery - A Visit to the Art Gallery as a teaching-learning method to facilitate the exploration of spirituality with Nursing Student	School of Nursing and Midwifery	2,500
Edu Txt: An Exploration of the Use of Mobile Phones in Formal Educational Contexts.	Computer Science	2,500