University of Dublin

Trinity College

SENIOR LECTURER'S ANNUAL REPORT 2007/08

(including Admissions Data for 2008)

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CONTENTS

		Page
I.	**Introduction**	1
II.	**Applications and Admissions 2008**	2
	Student Applications and Admissions	2
	Entrance Exhibitions	3
	Matriculation Examination	4
	Non-Traditional Admissions and Access Initiatives	4
	Mature Students Office	7
	New Entrants Survey	7
	Admissions Liaison Activities	9
III.	**Student Population**	11
IV.	**Academic Staff**	13
	New Academic Appointments	13
	Staff/Student Ratios	13
V.	**Academic Progress**	14
	Junior Freshman Students Successfully Completing the Year	14
	Students Off-books	14
	Examinations	14
	Courts of First Appeal and Academic Appeals	15
	Foundation Scholarship Examination	16
	External Examiners	16
	Commencements, Firsts and Gold Medal Awards	17
	Distribution of Grades Achieved at Degree Examinations 2008	18
	Diploma and Certificate Award Ceremonies	18
VI.	**New Course Developments**	19
	Courses approved for delivery in 2008/09	19
	Courses approved for delivery in 2009/10	20
VII.	**Academic Developments and Student Learning Supports**	21
	Academic and Central Governance Restructuring	21
	Modularisation and Academic Year Structure	21
	Strategic Innovation Fund	23
	The Broad Curriculum	24
	The Bologna Process	25
	Centre for Academic Practice and Student Learning	27
	The Centre for Learning Technology	28
	Learning Support and Development, Student Counselling Service	29
	Quality Assurance	29
VIII.	**Statutory Reporting and Systems Support**	32
	Recurrent Grant Allocation Model	32
	Unit Cost Return	32
	Student Administration System User Support Unit	32

LIST OF FIGURES AND TABLES CONTAINED IN THE MAIN REPORT

FIGURES

		Page
Figure 1	Ratio of first preference applications to quotas 2008, 2007, 2006	2
Figure 2	First preference applications and numbers registered 2008, 2007, 2006	2
Figure 3	Entrance exhibition awards 2008, 2007, 2006	3
Figure 4	Repeated survey of undergraduate new entrants 2008, 2007, 2006	8
Figure 5	Geographical distribution of student population 2007/08	11
Figure 6	Gender breakdown of student population 2007/08	11
Figure 7(a)	Percentage of students by category 2007/08	12
Figure 7(b)	Percentage of postgraduate students by category 2007/08	12
Figure 8	Reasons for students going off-books 2007/08, 2006/07, 2005/06	14
Figure 9	Foundation and Non-Foundation Scholarships awarded 2008, 2007, 2006	16
Figure 10	First class degrees and gold medals 2007/08, 2006/07, 2005/06	17
Figure 11	Percentage of first class degree and gold medals by faculty 2007/08	17

TABLES

Table 1	TCD matriculation examination 2008-2004	4
Table 2	Number of applicants with a disability, eligible applicants, offers and registered students 2008, 2007, 2006	5
Table 3	Number of admissions to College through Trinity Access Programmes 2007/08	7
Table 4	Information sources on Trinity College	8
Table 5	New academic appointments 2007/08 and 2006/07	13
Table 6	Breakdown of Examination Sittings	14
Table 7(a)	Number of cases coming to Courts of First Appeal	16
Table 7(b)	Number of cases coming to Academic Appeal	16
Table 8	Diploma and Certificate Awards 2007	18
Table 9(a)	Courses approved for delivery in 2008/09	19
Table 9(b)	Courses approved for delivery in 2009/10	20

APPENDICES

		Page
Appendix A	**Applications and Admissions 2008**	**A1**
Figure A1	Total number of CAO applications to full-time undergraduate degree courses in TCD (all preferences and first preferences) 2008, 2007, 2006	A2
Figure A2	Total number of CAO applicants to all universities 2008, 2007, 2006	A2
Figure A3	Ratio of CAO applications (all preferences) to quota 2008, 2007, 2006	A3
Table A1(a)	Total number of applications: direct entry courses 2008, 2007, 2006	A5
Table A1(b)	Number of students admitted under the Mature Student Dispensation Scheme by faculty 2008-2004	A6
Table A2(a)	Courses not meeting quota in 2008	A7
Table A2(b)	Courses not meeting quota in 2007	A8
Table A3	Ratio of total and eligible CAO applications to quota for 2008, 2007, 2006	A9
Table A4	Ratio of total and eligible CAO applications to quota for Two-Subject Moderatorship courses 2008, 2007, 2006	A11
Table A5	CAO first preference applications: quotas, points, number registered 2008, 2007, 2006	A12
Table A6	CAO first preference applications: quotas, points, number registered, Two Subject Moderatorship courses 2008, 2007, 2006	A14
Table A7	Total number of CAO applicants to universities, DIT, other ITs, Colleges of Education and private colleges (all preferences) 2008, 2007, 2006	A15
Table A8	Percentage rate of acceptances to offers 2008-2004 (CAO round 1)	A16
Table A9	Percentage rate of acceptances to offers, TSM courses 2008-2004 (CAO round 1)	A18
Table A10	Distribution of points within each course: undergraduate new entrants 2008	A19
Table A11	Distribution of points within each TSM course: undergraduate new entrants 2008	A21
Table A12	Two Subject Moderatorship course (TR001): 2008 final minimum entry levels	A22
Table A13	Repeated survey of undergraduate new entrants 2008, 2007, 2006	A23
Appendix B	**Student Population**	**B1**
Table B1	Geographical distribution of the student body 2007/08	B1
Table B2	Student numbers 2007/08-2002/03	B1
Appendix C	**Academic Staff**	**C1**
Table C1	Appointments by faculty 2007/08	C1
Table C2	Appointments by qualification 2007/08	C1
Table C3	Appointments by gender 2007/08	C2
Tables C4(a-e)	Staff/student ratios	C3
Appendix D	**Academic Progress**	**D1**
Table D1	Junior Freshman full-time degree students successfully completing the year 2007/08-1998/99	D1
Table D2	Foundation and non-foundation scholarships awarded by course 2008, 2007, 2006	D3
Table D3	External examiners for undergraduate courses appointed to examine in 2007/08	D4
Table D4	Degrees conferred 2007-1998	D5
Table D5	Summary of grades achieved at undergraduate honors degree examinations in 2007/08-2002/03	D6
Table D6	Distribution of grades achieved by course at undergraduate degree examinations in 2007/08	D7

Appendix E	**Faculty/School/Structure 2007/08**	**E1**
Appendix F	**Broad Curriculum**	**F1**
Table F1	Broad Curriculum Cross-Faculty courses 2007/08	F1
Table F2	Broad Curriculum Cross-Faculty Course Retention Rates 2007/08 – 2002/03	F2
Appendix G	**Funded Learning Innovation Projects - 2007/08**	**G1**
Appendix H	**Individual Activities of the Centre for Learning Technology**	**H1**
Appendix I	**Schedule of Quality Reviews for Schools 2006/07 – 2011/12**	**I1**
Appendix J	**Proposed Academic Year Structure**	**J1**
Appendix K	**Gold Medals – Recommended Criteria for the Award of a Gold Medal**	**K1**
Appendix L	**Activities of the SAS User Support Unit in 2008-09**	**L1**

SENIOR LECTURER'S ANNUAL REPORT 2007/08

I. INTRODUCTION

During the academic year 2007-08 the remit of the Senior Lecturer was redefined. From July 2008 the Senior Lecturer exercised statutory responsibility in relation to the admission, progress and examination of students. Upon the establishment of the Office of the Vice- Provost in July 2008, the Vice-Provost/Chief Academic Officer assumed overall responsibility for the development of academic policy.

This is the final Senior Lecturer's Report detailing the academic related activities in the old governance structures. The Senior Lecturer was supported by the Academic Secretary who is the administrative head responsible for central academic administration and the implementation of policy approved by the University Council. The Senior Lecturer's Area (SLA) provided 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 included the processing of applications and the admission of undergraduate students, the registration of all students, development of access policy, support for academic initiatives, academic development and quality enhancement, coordination of lecture and examination timetabling, commencements ceremonies, schools liaison activities and academic quality improvement. The Senior Lecturer's Area also supported the committees chaired by the Senior Lecturer, and prepared material on issues of academic policy and practice for consideration by these committees and by Council and Board.

This is the 13th Senior Lecturer's Annual Report to be presented to Council and Board, and provides statistical data and commentary on the activities largely managed by the Senior Lecturer's Area during the academic year 2007-08. Detailed statistical admissions data for 2008 are also included.

During 2007-08 the then SLA:

(i) Oversaw the implementation of central governance restructuring processes across the College;
(ii) Coordinated College's submission for the Strategic Innovation Fund 2 (SIF);
(iii) Prepared and reported on student data returns to facilitate the implementation of the Higher Education Authority (HEA) new funding model;
(iv) Facilitated the HEA audit of courses, modules and ECTS (European Credit Transfer System) in relation to student data returns;
(v) Facilitated and supported the work of the Modularisation and Academic Year Structure Working Group;
(vi) Facilitated the implementation of the ECTS across all taught programmes;
(vii) Facilitated the implementation of the Bologna directive.

The Senior Lecturer's Area, in leading and supporting the above major activities, provided the administrative support to many of the committees and working groups involved, and collated a significant volume of data to inform decision making on several issues.

II. APPLICATIONS AND ADMISSIONS 2008

Student Applications and Admissions

In 2008 Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system (11% in 2007 and 11% in 2006). In general, course quotas were met. There was an overall College ratio of 2.5:1 (2.6:1 in 2007) of first preference applications to course quotas. The Faculty of Health Sciences was the highest again this year at 3.5:1 (3.5:1 in 2007). The overall College ratio of eligible first preference applications to course quotas was significantly lower at 1.7:1 (1.8:1 in 2007). See Table A5 on pages A12-A13 in the Appendices.

Figure 1: Ratio of first preference applications to quotas 2008, 2007, 2006

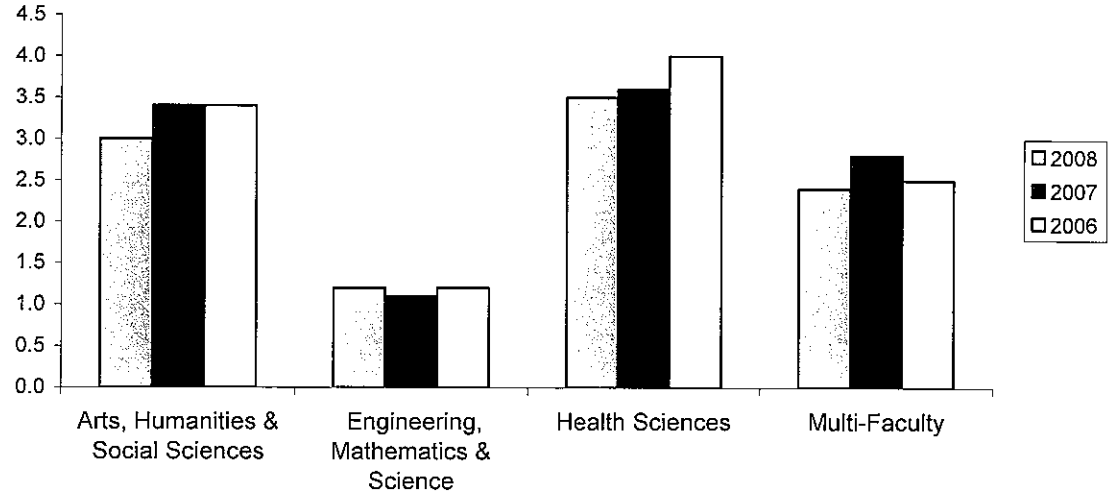
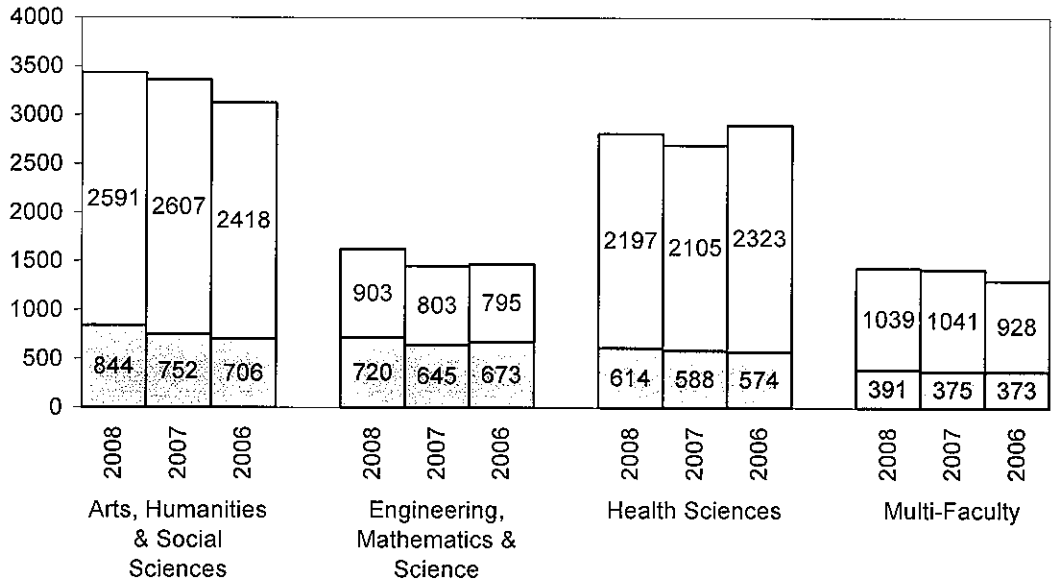


Figure 2: Preference applications and numbers registered 2008, 2007, 2006

☐ Number of 1st preferences

☐ Number of registered JF students (excluding repeat year students and non-EU)



Out of a total of 53 undergraduate full-time single and joint honor CAO courses (excluding TSM), twelve (23%) did not meet their quota because of insufficient applications, and of 25 TSM

subjects, six (24%) 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.

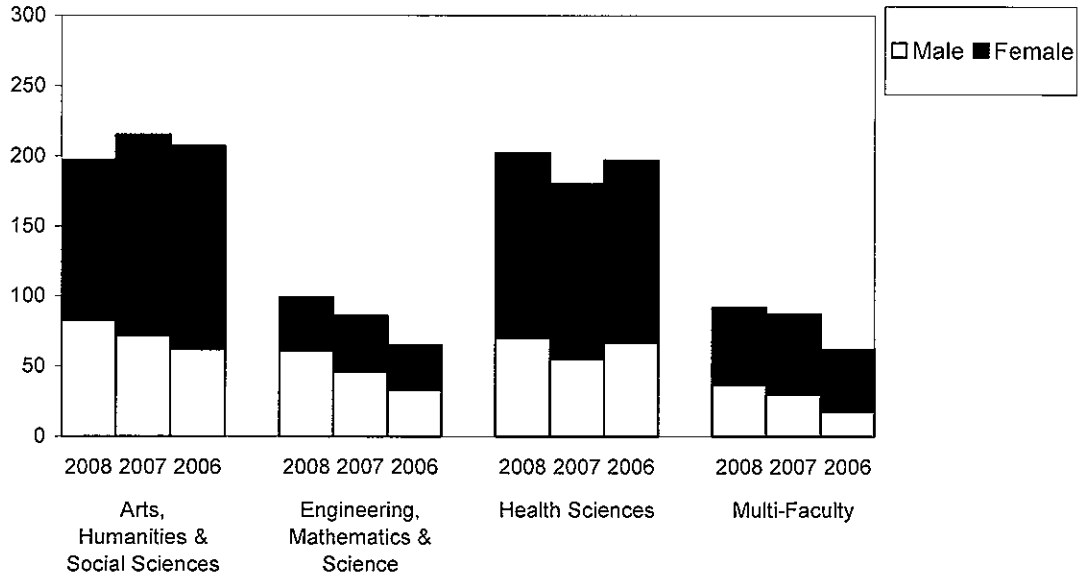
Entrance Exhibitions 2008
On the basis of public examination results, entrance exhibitions are awarded to EU new entrants to full-time undergraduate degree programmes who achieve a minimum of 545 points. Five hundred and ninety (590) students were awarded an entrance exhibition in 2008 representing 23% of the EU Junior Freshman class for 2008/09. A total of 55,589 pupils sat the Leaving Certificate examination in 2008. Of those that applied to the CAO, 1,744 achieved 545 points or more and 508 (29%) of these students accepted a place at Trinity College. Entrance Exhibitions were also awarded to 101 (20%) A-level students and eight (1.5%) students with other EU qualifications.

Fifty seven (57%) per cent of entrance exhibitioners were female in 2008 (64% in 2007). Receptions for entrance exhibitioners, their parents/guardians and school principals were held over four evenings in November 2008.

Entrance Exhibitions 2007
Five hundred and sixty eight (568) students were awarded an entrance exhibition in 2007 representing 24% of the EU Junior Freshman class for 2007/08. A total of 50,870 pupils sat the Leaving Certificate examination in 2007. Of those that applied to the CAO, 1,705 achieved 545 points or more and 427 (25%) of these students accepted a place at Trinity College. Entrance Exhibitions were also awarded to ninety-seven (97) A-level students and fifteen (15) students with other EU qualifications.

Sixty four (64%) per cent of entrance exhibitioners were female in 2007 (66% in 2006). A reception for all entrance exhibitioners, their parents/guardians and school principals was held over three evenings in November 2007.

Figure 3: Entrance exhibition awards 2008, 2007, 2006



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 March/April, in a limited range of subjects. As of 2003, only two subjects are examined, namely, Geology and Biblical Studies. Eighteen candidates presented for the Geology examination in 2008 (15 in 2007), and there were no candidates for Biblical Studies this year (3 in 2007).

Table 1: TCD Matriculation Examination, 2008 – 2004

	2008	**2007**	**2006**	**2005**	**2004**
Biblical Studies	-	3	2	-	-
Geology	18	15	38	25	21
Total	**18**	**18**	**40**	**25**	**21**

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 2008 a total of 374 (410 in 2007) non-traditional students registered on undergraduate degree programmes, representing 14.5% of the CAO intake. Fifty three percent (53%) of the non-traditional students registered in 2008 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.

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 tends to be greater than the numbers stated below. (Forty four additional students had declared a disability by 1st November 2008 bringing the total to 99 new entrants registered with the Service).

Table 2: Number of applicants with a disability, eligible applicants, offers and registered students 2008, 2007, 2006

Applications	**2008**	**%**	**2007**	**%**	**2006**	**%**
Total **number of applicants to TCD** who disclosed a disability on the CAO application form	545		509		487	
Number of applicants who completed 'supplementary information form'	434	80%	351	69%	358	74%
Number of applicants **eligible** for consideration on grounds of disability	162	30%	196	39%	170	35%
Number of applicants who matriculated (**eligible** applicants)	107	20%	172	34%	109	22%
Number of **offers** to eligible applicants	86 (53 on merit)	80%	101 (94 on merit)	59%	59 (44 on merit)	54%
Number of **registered students**	55		79		24	
Number of students who declared disability after registration to the Disability Office	44	8%	38	7.5%	55	11.3%

(b) Students Applying for Admission under the Mature Student Dispensation Scheme
In 2008, 729 mature applicants applied under the Mature Student Dispensation Scheme (750 in 2007), of whom 198 (27%) were offered places and of these 133 (67%) registered. Applicants under this scheme must be over twenty three years of age and are assessed on the basis of their life and work experience.

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. Sixty-six (66) mature students registered on degree courses in nursing and midwifery in 2008 (113 in 2007), a decrease of 58% on 2007 figures.

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.

(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 Mathematics Help Room, the Studio (a learning resource centre), a supported accommodation scheme and end-of-term review workshops. TAP also works closely with the Library and with other support services in College the Student Counselling Service, the Disability Services, the College Health Service, the Accommodation Office and the College Tutorial Service.

Since 2006, baseline funding has been provided to College to support equity of access as part of the core grant. The five admission initiatives offered through TAP are partially funded through this route. Funding is also received 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 twenty (20) link primary schools, focuses on activities for fifth and sixth class pupils. TAP is assisted by Schools in College 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 twenty-four (24) 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 places reserved for mature students and offers are made conditional on attaining an overall grade of II.2 or higher (II.1 in Psychology, Law and Pharmacy) on the Foundation Course.

Twenty-six (26) students registered in 2008/09. Of the original 2007 cohort, nineteen (19) of the twenty-four (24) students completed the course. Fourteen students (14) progressed to undergraduate courses in TCD.

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 demonstrated 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. Twenty-seven (27) students registered in 2008/09.

Students who successfully complete the course are awarded a Certificate in Foundation Studies for Higher Education and are eligible to compete for a place in College if they achieve a grade II.2 or higher (II.1 for Law School or Health Sciences). In 2007/08, twenty-three (23) of the twenty-six (26) registered students completed the course. Twenty-two (22) of these students progressed to undergraduate courses in TCD.

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 (with the exception of NUIG) and the DIT, are eligible for a concession on points for entry to an undergraduate degree and/or diploma 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 2008, one hundred and eighteen (118) students entered College through this route (92 in 2007).

5. Partnership Foundation Course

As part of College's efforts to meet the 15% quota of non-traditional students in undergraduate programmes, an arrangement was entered into in 2004-05 with three City of Dublin Vocational Education Committee (CDVEC) colleges to develop and co-deliver a Foundation Course in the Liberal Arts 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. Thirteen students from this scheme progressed to undergraduate courses in Trinity College in 2008 (16 in 2007).

Table 3: Number of admissions to College through the Trinity Access Programmes 2007/08

Entry Route	*Number of Students 2008*	*Number of Students 2007*	*Number of Students 2006*
Full points	29	20	17
Concession on points	65	46	44
Foundation Course – Mature Students	14	14	13*
Foundation Course – Young Adults	22	19	22
CDVEC Colleges - Liberties Liberal Arts	8	7	3
- Pearse College	4	5	5
- Plunket College	1	4	4
Total	**143**	**115**	**108**

**Includes one TAP student who completed Foundation Course in 1998*

Mature Students Office
The Mature Students Office (MSO) serves to encourage and support the access and integration of mature students into college life. The Mature Students Officer liaises extensively with the Vocational Education Committees and Adult Education Centres, particularly in the Dublin and Border Midlands and West regions, to promote Trinity College, to outline the opportunities available to mature learners, and to support the application process. From November to January each year a series of subject based information sessions for prospective applicants will take place at lunch-time and evenings. In addition, extensive one-to-one support for applicants is also available.

Mature Student Office supports for registered mature students include:

- A week long Welcome Programme (including a family reception and Book of Kells Tour)
- Mature Student Resource Centre
- Drop-in clinics providing advice and advocacy
- Shadowing opportunities
- Several social and networking activities throughout the year

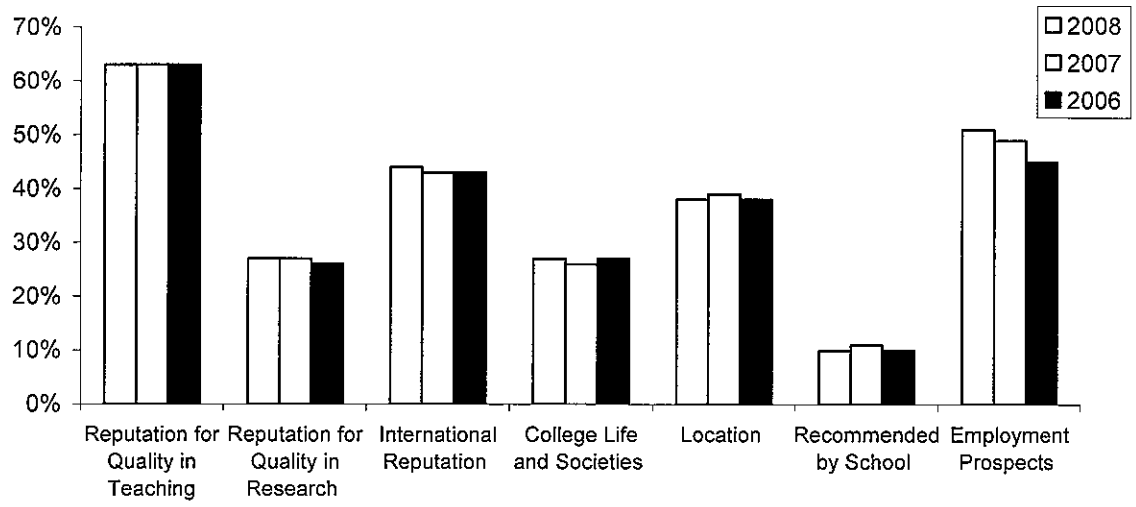
The continuing development of a new mature student database has ensured that the progress of mature students is captured while providing valuable statistical evidence to support the strategic development of the Office. A research project focusing on mature students commenced in September, 2008. This research will evaluate the mature student dispensation scheme, analyse the profile of successful mature applicants to Trinity College, and investigate their experiences. It is expected that the results of this project will inform the policy development in this area.

New Entrant Survey - 2008
A questionnaire was distributed, with orientation information, to all new EU entrants to full-time undergraduate degree programmes. The completed questionnaires were collected at registration. Part-time students, SOCRATES and Visiting students were not surveyed and the returns do not differentiate between students starting in the Junior Freshman year and those who were offered advanced entry.

A total of 2,112 usable questionnaires were received representing approximately 77% of registered new entrants.

New entrant students were asked to indicate on a scale of 1 – 4 how important they considered a range of factors to be in choosing Trinity College. As illustrated by the figure on the next page, College's reputation for quality in teaching 63%, employment prospects 51%, international reputation 44% and location 38% continue to be identified as the main reasons for choosing Trinity College.

Figure 4: Repeated survey of undergraduate new entrants 2008, 2007, 2006



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.

Of the information sources identified, new entrants ranked the Prospectus, College website, and the Open Day in this order as the most valuable sources of information about Trinity. These were followed by Guidance Counsellors, School Visits and Careers Fairs.

The proportion of survey respondents accessing the College's website is very high at 91% while 57% of respondents also attended the Open Day in 2007. College distributes in the region of 50,000 printed copies of the Prospectus annually.

Students were also asked which websites they most regularly visit. By far the most popular website is the social networking website www.bebo.com, which 22% of respondents regularly visit (the next most popular was www.youtube.com which 12% of respondents regularly visit). Thirty two percent (32%) of the respondents' parents/guardians read The Irish Times, and 16% read the Irish Independent.

Sources of information on Trinity and its courses, which respondents used, are found in Table 4.

Table 4: Information Sources on Trinity College

Where did you get information on Trinity	**%***
Internet	91
College Prospectus	70
Open Day	57
Guidance Counsellor	37
Friend	32
Family Member	30
Careers Fair	24
School Visit	9
Admissions Office	6

*The above table does not sum to 100% as many students obtained information from more than one source

Admissions Liaison Activities
The Admissions Liaison Officer co-ordinates a wide range of school liaison activities in order to promote Trinity's undergraduate courses. In 2007/08 these activities included:

(a) Regional Careers Conventions and School Visits
A number of major careers events were organised by the Institute of Guidance Counsellors (IGC), while some second-level schools and commercial bodies also organised other nationwide events. All of the main third-level institutions attended these events, as they provide the best opportunity to meet large numbers of potential students and to distribute Trinity's undergraduate prospectus. In 2007/08 College was represented at thirty-nine (39) events nationwide.

The Admissions Liaison Officer also visited thirty (30) second level schools, providing a detailed presentation about College and its undergraduate courses.

Some of College's Schools/Disciplines were also involved in school liaison activities:

- The Schools of Biology, Chemistry and Physics hosted groups of second-level students at specialised events in Trinity and a Maths/Physics Open Day was held in November 2007.
- The School of Engineering was represented at a number of engineering events around the country.
- The representatives from Computer Science visited 42 second-level schools and a number of careers fairs.
- The School of Nursing and Midwifery also visited a small number of second-level schools.

(b) Admissions website
Trinity College's website was ranked as the second most important source of information on Trinity's undergraduate courses, by new entrants. The Admissions website contains detailed descriptions of all undergraduate courses which are updated annually, provides links to Schools' and Disciplines' individual websites, and holds information on how to apply to Trinity and course entrance requirements. Potential students may also download the undergraduate prospectus and the evening course brochure.

New websites for the Admissions Office and Undergraduate Courses were launched in early 2008. Improvements include: a clearer navigation structure, more detailed and attractive course information, course specific images and student profiles.

(c) College Prospectus and other applications materials
The undergraduate prospectus is listed as the most important source of information about Trinity's courses by new entrants. 50,000 printed copies were distributed to Schools and prospective applicants, and many more were downloaded directly from the Admissions Office website.

(d) College Open Day
College Open Day is ranked as the third most important source of information on Trinity by new entrants with 57% of survey respondents having attended. Open Day 2007 took place on Wednesday, 12 December. Guidance Counsellors and final year students from all second level schools in Ireland were invited to attend. It is estimated that in excess of 6,000 potential undergraduate students, parents and guidance counsellors attended. Many prospective mature students and a number of A-level students also attended. A series of presentations were provided covering College's undergraduate courses, while potential students also had the opportunity to meet staff and current students at individual course stands. Improvements to Open Day included repeats of popular presentations, additional tours of facilities (Music, Physics, Computer Science, the Geology Museum and the Sports Centre) and improved signage.

Open Day 2007 received widespread media coverage, with photographs appearing on the front page of the Irish Times and in the Irish Independent.

(e) Links with Guidance Counsellors

Guidance Counsellors are ranked as the fourth most important source of information by new entrants. Staff members in the Admissions Office consider guidance counsellors to be a vital link to potential students, and activities in 2008/08 included:

1. A direct mailing, with enclosed copies of the undergraduate prospectus, to all Guidance Counsellors highlighting changes to Trinity's courses.
2. Attendance at the careers events organised by the IGC (see section (a)),
3. Participation in the six autumn meetings for Guidance Counsellors hosted by the Central Applications Office.
4. Advertisements in the Guidance Counsellors magazine (Guideline), in the IGC annual yearbook and diary, and in the literature for the IGC annual conference. The Admissions Office also attended the IGC AGM in March 2008.

III. STUDENT POPULATION

In total, there were 15,716 registered students in 2007/08 (15,492 in 2006/07). 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 2007/08, 56% of the student population was female and 44% was male. Ten thousand six hundred and eighty (10,680) students were registered on undergraduate programmes, and 5,036 (32%), on postgraduate programmes. See Tables B1 and B2 on page B1 in Appendix B for further detail.

Figure 5: Geographical distribution of student population 2007/08

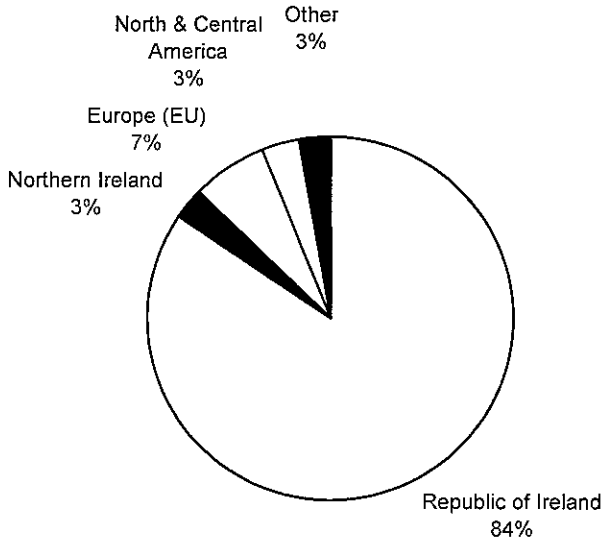


Figure 6: Gender breakdown of student population 2007/08

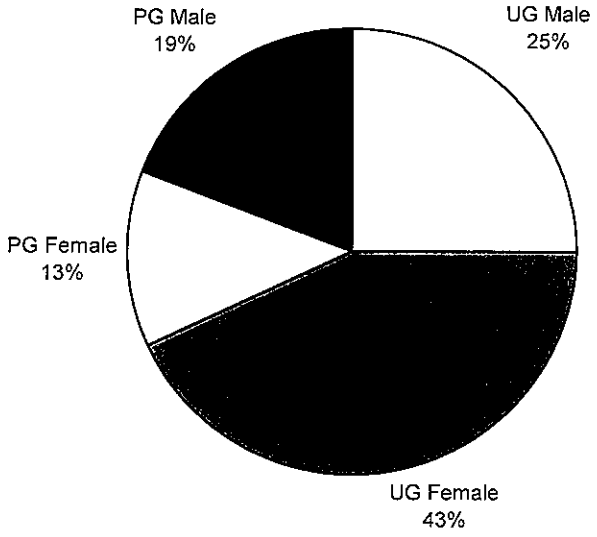


Figure 7a: Percentage of students by category 2007/08

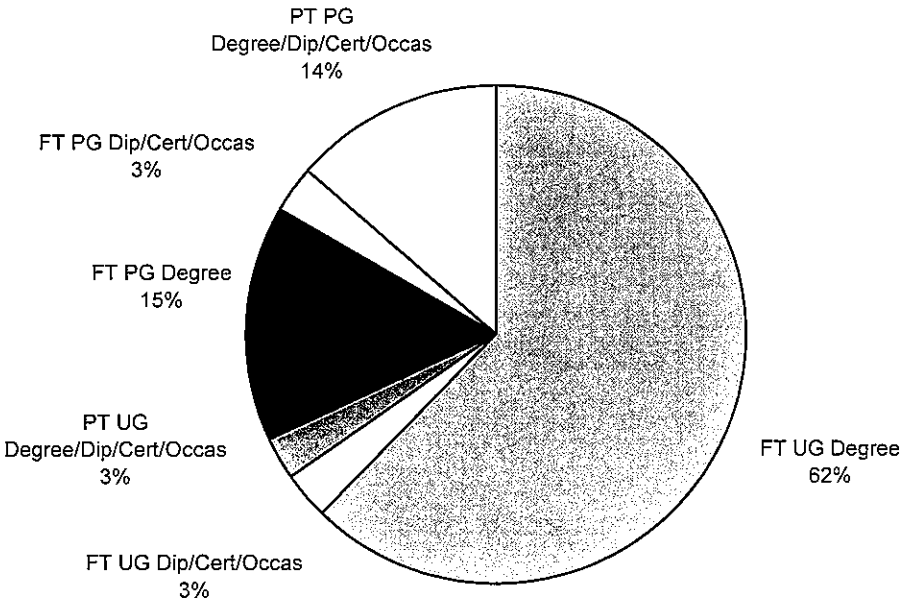
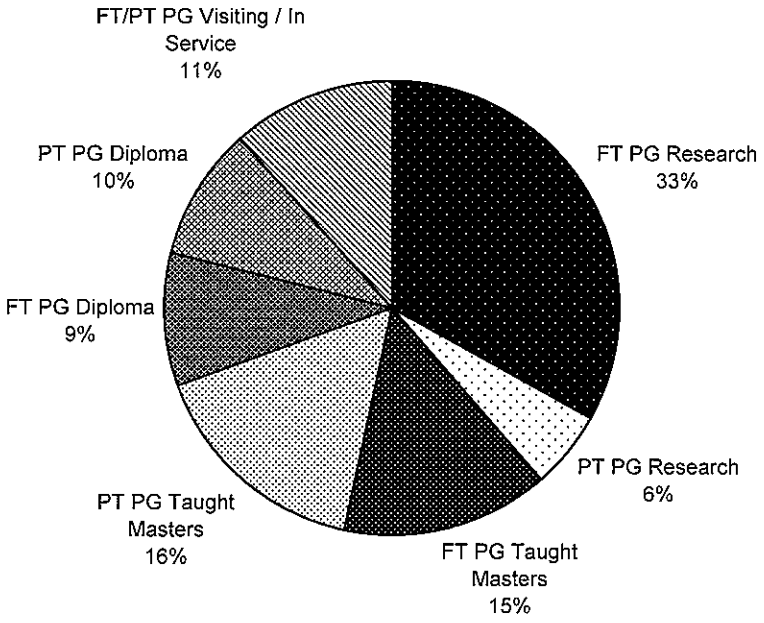


Figure 7b: Percentage of postgraduate students by category 2007/08



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 2007/08, 120 new academic appointments were made as illustrated below in Table 5. Of the 120 appointments made, 6 were to Chairs, 5 were to Associate Professorships, 6 to Senior Lectureships, 6 to Lecturer/Registrars and 97 to Lectureships.

Of those appointed, 62% (56% in 2006/07) held doctoral degrees and a further 34% (38% in 2006/07) held at least one postgraduate or professional qualification of equivalent standing below doctoral level (5% are in Lecturer/Registrar positions who have higher professional medical qualifications). Four percent (4%) held primary degrees only at the date of appointment (6% in 2006/07).

In 2007/08 40% (52% in 2006/07) of appointments were permanent and 60% (48% in 2006/07) were on a contract basis. Doctoral degrees were held by 87.5% of those appointed to permanent positions.

See tables C1, C2 and C3 in the appendices for further data on appointments in 2007/08

Table 5: New academic appointments 2007/08 and 2006/07

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temporary*	Lecturer /Registrar	Total
2007/08								
48	3	6	0	13	1	43	6	120
40%	3%	5%	0%	11%	1%	36%	5%	100%
2006/07								
50	0	0	0	4	6	25	11	96
52%	0%	0%	0%	4%	6%	26%	11%	100%

Staff/Student Ratios
Staff/Student ratios in 2007/08 ranged from 1:14 in the Faculty of Engineering, Mathematics and Science, 1:15 in the Faculty of Health Science, to 1:19 in the Faculty of Arts, Humanities and Social Sciences. The overall College ratio was 1:16 (1:17 in 2006/07).

This is the first year that the Staff/Student ratios have been returned in the new Faculty structure.

Staff/Student ratio calculations for 2007/08 do not include postgraduate research students who have completed their studies but who were on live register for thesis examination only.

Further details are provided in tables C4(a) – C4(e).

V. ACADEMIC PROGRESS

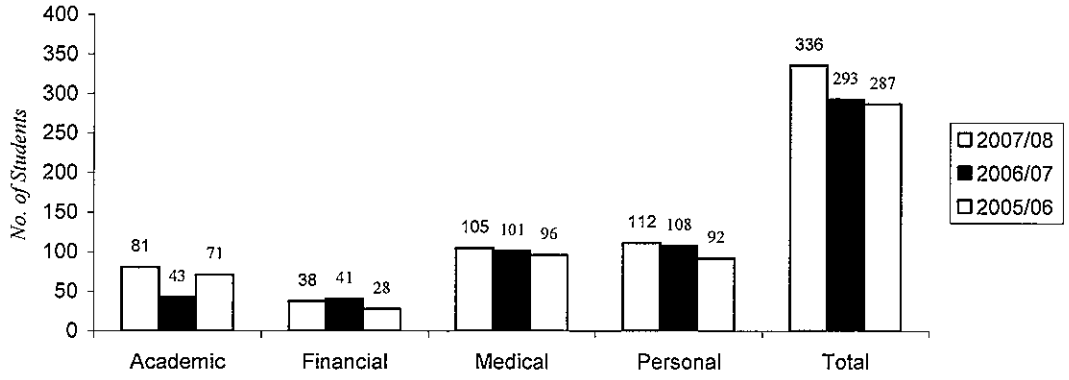
Junior Freshman Students Successfully Completing the Year

The percentage of full-time Junior Freshman degree students who successfully completed the year in 2007/08 averaged 91% 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 as at the HEA census date of 1 March 2007, and therefore expected to present for examination in Trinity Term (and includes off-books students who we re-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 four 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 Studies Committee (formerly 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 2007/08 a total of 336 undergraduate students were off-books compared to 293 in 2006/07 and 287 in 2005/06. The principal grounds cited for being off-books in 2007/08 were categorised under personal (33%). This was also the principal ground for allowing students to go off-books in 2006/07 (37%).

Figure 8: Reasons for students going off-books 2007/08, 2006/07, 2005/06



Examinations

During the 2007/8 the Examinations Office organised examinations in every month of the year, excluding July, which resulted in 71,793 examination sittings.

Table 6: Breakdown of Examination Sittings^

Examination Session	2007/08	2006/07
Annuals	57,022	55,919
Supplementals	4,060	3,880
Specials	79	50
Term Tests	8,142	6,682
Foundation Scholarship	2,168	1,904
Others *	322	179
Totals	**71,793**	**68,614**

^ Examination sittings = number of students x number of examination papers sat

** Others = Music Entrance Test, Matriculation*

Examinations were scheduled across campus in venues which included: Arts Building, Goldsmith Hall, GMB, Examination Hall, Regent House, Museum Building, Aras an Phiarsaigh and the Luce Sports Hall as well as several rooms owned by disciplines and laboratories. Examinations were also scheduled in the Colleges of Education and, for the eighth year, in the RDS (Royal Dublin Society). The new Sports Hall has not yet been used for examinations because of the ongoing availability of the old Luce Sports Hall, which has greater capacity.

The annual examination timetables were successfully published on the College website for the first time in 2008, thus eliminating the requirement of printing, photocopying and circulating approximately 394 timetables to Schools, Course Offices and Discipline Offices for publication on local notice boards.

Two hundred and seventy six (276) students, registered with the Student Disability Service, required special arrangements for their annual examinations in 2008 (218 in 2007). Separate timetables were prepared for each of these students according to their specific requirements as advised by the Disability Service. Individual envelopes are prepared for each of the required papers which are submitted separately to the Examinations Office for distribution.

One hundred and sixty four (164) postgraduate students were employed for invigilation duties during the 2008 annual examination session (213, in 2007). Additional invigilators were employed to supervise the students registered with the Student Disability Service who are accommodated in special and/or separate venues. All invigilators receive detailed instructions on their responsibilities each year and are required to attend a training meeting. The Examinations Office, the Junior Dean and the Director of the Health Service also provide instructions relevant to examination activities.

The number of Annual, Supplemental and Scholarship examination papers received and photocopied by the Examinations Office during the 2007/08 academic year was 2,178 (2,198 in 2006/07). In 2008, 1,411 past examination papers were made available on the College website (1,531 in 2007).

The Examinations Office is responsible for the receipt of all undergraduate and postgraduate examination results. Two versions of results (named and anonymous) are submitted to the Examinations Office for scrutiny before they are forwarded to the relevant College Offices. Undergraduate annual and supplemental examination results are published on the College website by the Examinations Office. The master copies of the named examination results are collated into bound book format and serve as the official College record of results

Based on the return of undergraduate annual examination results during the summer, 782 first class book tokens were prepared for eligible candidates (652 in 2007).

Courts of First Appeal and Academic Appeals

The Court of First Appeal convenes to consider appeals on matters of academic progress arising out of examinations or other academic circumstances where a student case:

(i) is not adequately covered by the ordinary regulations of the College; or
(ii) is based on a claim that the regulations of the College were not properly applied in the applicant's case; or
(iii) represents an ad misericordiam appeal.

If an application to a Court of First appeal is unsuccessful, a student may take their case to the College Academic Appeals on the same grounds as listed above.

The greater number of Appeals are processed following the supplemental examination session where Courts of Examiners have prohibited students from proceeding to the next year of their course.

Table 7(a): Number of cases coming to Courts of First Appeal

Court of First Appeal				
	2007/08		2006/07	
	Annuals	*Supplementals*	*Annuals*	*Supplementals*
Arts, Humanities & Social Sciences	22	30	6	14
Engineering, Mathematics & Science	12	45	5	45
Health Science	6	56	4	67
Multi-Faculty	3	6	2	7
TOTAL	**43**	**137**	**17**	**133**

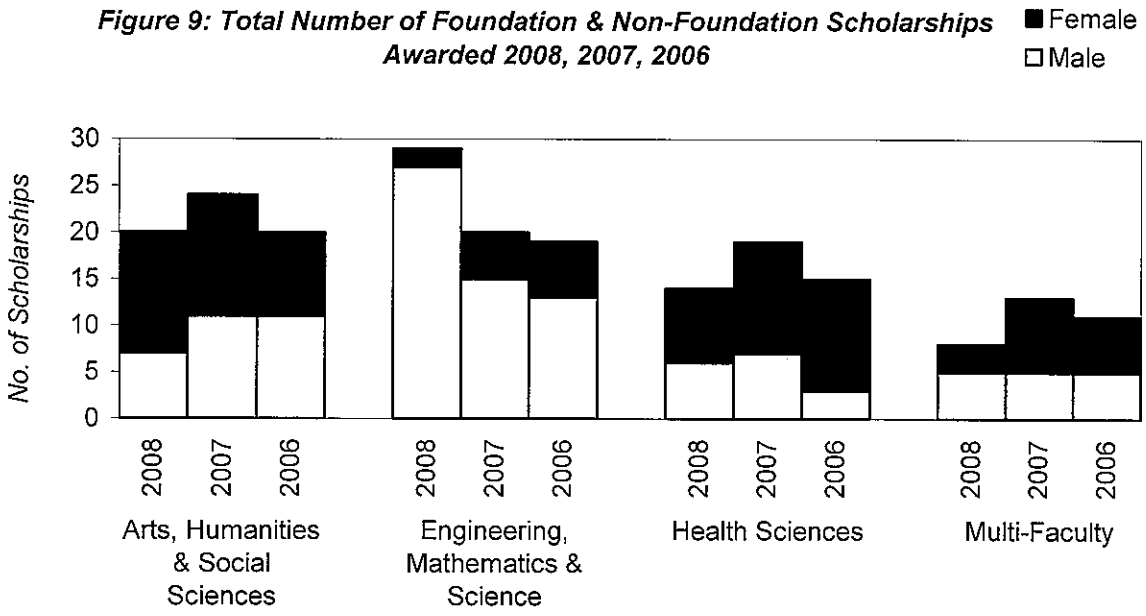
Table 7(b): Number of cases coming to Academic Appeal

Academic Appeal				
	2007/08		2006/07	
	Annuals	*Supplementals*	*Annuals*	*Supplementals*
Arts, Humanities & Social Sciences	2	5	0	0
Engineering, Mathematics & Science	0	1	0	1
Health Science	0	4	0	5
Multi-Faculty	0	0	0	1
TOTAL	**2**	**10**	**0**	**7**

Foundation Scholarship Examination

A total of 305 students (out of 482 applicants) presented for the Foundation Scholarship examination in 2008 (280 presented out of 442 applicants in 2007). Seventy-one Foundation and Non-Foundation Scholarships were awarded in 2008 (76 in 2007, representing 23% of those presenting for the examination. Twenty-six Scholarships were awarded to females (37%) and 45 to males (63%). Details of Scholarships awarded by course are given in Table D2 in the Appendices.

Figure 9: Total Number of Foundation & Non-Foundation Scholarships Awarded 2008, 2007, 2006



External Examiners

External Examiners play a crucial role in ensuring the quality of degree programmes and best practice in examining. A total of 152 (158 in 2006/07) external examiners were appointed to examine undergraduate programmes in 2007/08, of whom 93 (comprising 61%) have submitted their annual report to the Senior Lecturer. Eighty-eight 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 the 2007 calendar year, 28 commencement ceremonies were held during which 4,177 (4,129 in 2006) degrees were conferred (2,737 primary degrees and 1,440 higher degrees). For more detail see Table D4 in the Appendices.

A total of 337 students received first class honors (primary) degrees in 2007/08 (337 in 2006/07). Of these, 65 were awarded Gold Medals (61 in 2006/07). See Appendix K for grades eligible for a gold medal per course.

Figure 10: First class degrees & gold medals 2007/08, 2006/07, 2005/06

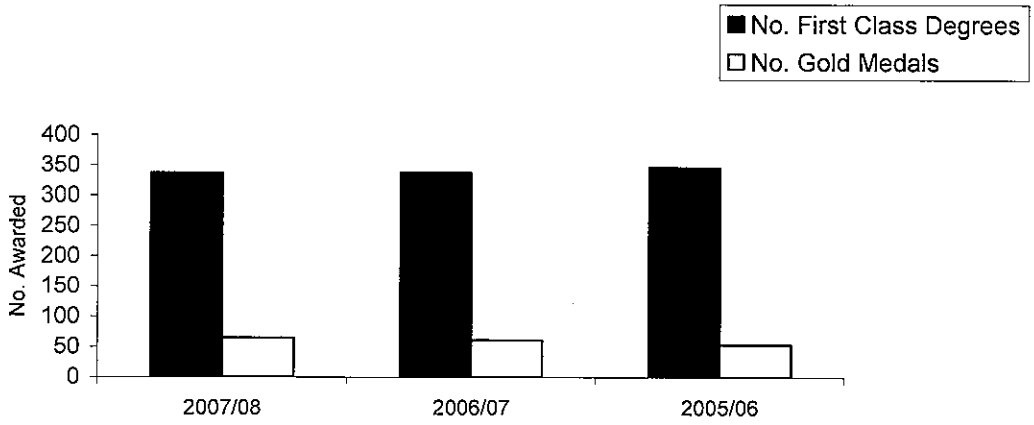
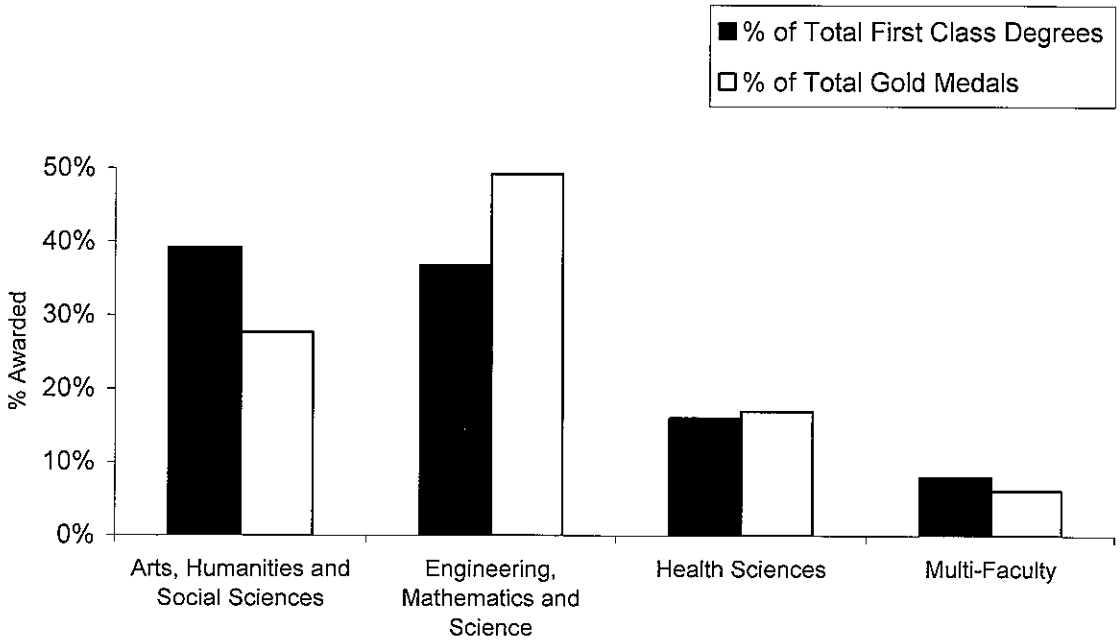


Figure 11: Percentage of first class degree and gold medals by faculty 2007/08



Distribution of Grades Achieved at Degree Examinations 2008
In 2007/08, 15% (15% in 2006/07) of students achieved a first class result in their degree examination, 53% (52% in 2006/07) achieved a second class first division, and 22% (23% in 2006/07) obtained a second class second division. The award of a first class honor degree ranges from 0% to as high as 57% across courses. Table D5 on page D6 gives summary data for the last six years and information by course for the year 2007/08 is given in Table D6 on pages D7-D8.

Diploma and Certificate Award Ceremonies
In 2007, 10 diploma / certificate award ceremonies were held during which 40 certificates, 157 diplomas, 373 higher diplomas, and 678 postgraduate diplomas were awarded (1248 awards in total). For more detail see Table 8 below.

Table 8: Diploma and Certificate Awards 2007

COURSE TYPE	AWARD TYPE	*In person*	*In absentia*	TOTAL
Undergraduate	**Certificate**	39	1	**40**
	Diploma	119	38	**157**
Postgraduate	**Higher Diploma**	293	80	**373**
	Diploma	437	241	**678**
TOTAL		**888**	**360**	**1248**

VI. NEW COURSE DEVELOPMENTS

The following courses were approved for delivery in 2008/09:

Table 9(a): Courses approved for delivery in 2008/09

COURSE	NO. OF STUDENTS*	QUOTA**
UNDERGRADUATE		
Degree		
Faculty of Arts, Humanities and Social Sciences		
BA Philosophy, Political Science, Economics and Sociology	27	25
Bachelor in Business Studies and a Language (Polish)	2	5
Bachelor in Business Studies and a Language (Spanish)	10	10
Total Undergraduate Degree	**39**	**40**
POSTGRADUATE		
Degree		
Faculty of Arts, Humanities and Social Sciences		
MSc Comparative European Politics	17 ft 3 pt	20
MSc Finance	26 ft 6 pt	15
MPhil Classics	7 ft	7
MPhil in Irish Film, Music and Theatre***	0	7
MPhil Musicology and Music Theory ***	0	5
MSc in Psychology (Applied Behaviour Analysis	9 ft	16
MSc in Respiratory Physiotherapy***	0	6
Total Postgraduate Degree	**68**	**76**

* Please note that student numbers are *provisional* as data was collected during registration period October 2008

** Quota = minimum numbers

*** Delivery of this programme is deferred until the academic year 2009/10.

The following courses were approved for delivery in 2009/10:

Table 9(b): Courses approved for delivery in 2009/10

COURSE	NO. OF STUDENTS	QUOTA**
UNDERGRADUATE		
Degree		
Faculty of Arts, Humanities and Social Sciences		
B.A. Ancient and Medieval History and Culture		15
LL.B. Law and Business		25
LL.B. Law and Political Science		20
B.A. Music and Music Technology ***		10
Faculty of Health Sciences		
B.Sc. Human Health and Disease		25
Faculty of Science		
B.A. Earth Sciences		10
Multi Faculty		
B.A. Business and Computing		25
B.A. Political Science and Geography		15
Total Undergraduate Degree		**145**
POSTGRADUATE		
Degree		
Faculty of Arts, Humanities and Social Sciences		
Doctorate in Counselling Psychology		16
Masters in Theological Studies		10
Total Postgraduate Degree		**41**

** Quota = minimum numbers
*** Delivery of this programme is deferred

VII. ACADEMIC DEVELOPMENTS AND STUDENT LEARNING SUPPORTS

Academic and Central Governance Restructuring
In July 2006, the Board of Trinity College approved in principle the establishment of a federal academic structure with three or five clusters of Schools to facilitate meaningful devolution of decision-making and budgets to Schools. The Board established a Working Group, chaired by the Senior Lecturer and supported by the Academic Secretary, comprising representatives of Board, Council, the Heads of School Committee, the Deans' Committee and the student body with the remit to prepare proposals for consideration by Board on the clustering of Schools. Following College-wide debate and consultation during Michaelmas Term 2006, the report of this Working Group was considered by Council and Board. At its meeting of 12th December 2006, Board approved the institution of a three-faculty governance model.
(See http://www.tcd.ie/local/structures/acadorg.php for details of discussion papers.)

To facilitate the implementation of the three faculty structure, the Board at its meeting of 31st January 2007 approved the establishment of a Restructuring Advisory Group, in order to make recommendations to Board and Council on faculty governance and other aspects of restructuring. This group, chaired by the Senior Lecturer and supported by the Academic Secretary, included representatives from Board and Council, Heads of School, Students' Union and Graduate Students' Union. It considered a range of issues in respect of the new Faculty structure. In July 2007, following extensive consultation across the College community, Board approved proposals from the Restructuring Advisory Group on:

(i) Role and Responsibility of Faculty Dean
(ii) Procedures for the Selection of Faculty Dean
(iii) Budgeting Arrangements for new Faculties
(iv) Guiding Principles for new Faculty Governance
(v) New Faculty Office
(vi) Central Management and Administrative and Support Service Reform.

See http://www.tcd.ie/local/structures/brdappdocs.php for full details on the above Board-approved documents.

Faculty Deans were elected in Michaelmas Term 2007 and took up office in 2008. During the academic year 2008-09, the Senior Lecturer chaired the Restructuring Implementation Oversight Group, and based on input from several sub-groups, made recommendations to Council and Board on: Academic Officers; Strategic Devolution; Strategic Recruitment; and a holding position on Committee Structures.

In July 2008 a new central governance structure was implemented which comprises Faculty Executive Deans, the Vice-Provost as Chief Academic Officer, and a Chief Operating Officer responsible for administration and support services. The new structure involves a reconstituted Executive Officers Group, an Academic Management Group, a Senior Administrative Group, and Faculty Executive Committees.

Modularisation and Academic Year Structure
Towards the end of the 2006-07 academic year, the College's Board and University Council had given their support in principle to the recommendations of the Working Group on Modularisation and Academic Year Structure for (a) the adoption of a new term structure based on two twelve-week teaching terms with a third term devoted to assessment and end-of-year examinations, and (b) the introduction of a new core and elective curriculum structure. The Senior Lecturer was asked to address a range of operational issues and to undertake further consultation before bringing forward detailed proposals for final approval and implementation.

The Senior Lecturer and Academic Secretary engaged in detailed discussion with the academic community through the Heads of School Committee and the then Undergraduate Teaching and Learning Committee over the course of the 2007-08 academic year with a view to addressing a number of substantial operational issues and to developing and refining the Working Group's original recommendations.

At separate meetings on 7th May 2008, Council and Board approved the recommendations put forward by the Senior Lecturer in relation to both academic year structure and course structure, as set out in the relevant Council minute reproduced below.

Academic Year Structure

1. *College should adopt the proposed academic structure* (see Appendix J)

1.1 *All teaching be confined to the two 12-week terms – Michaelmas and Hilary. Any deviation from this will require Council approval.*

1.2 *University examinations should normally be confined to the University annual and supplemental examinations periods as published in the Almanack. Any deviation from this will require Council approval.*

1.3.i *Where applicable, Schools should determine in advance the timing of reading weeks, field trips and professional placements. In doing so, they should ensure that there are no timetabling conflicts between teaching requirements, field trips and/or placements.*

1.3.ii *Where applicable, there should be uniformity in the timing of reading weeks at Faculty level.*

1.3.iii *Schools should publish, where practicable and applicable, in the course handbook or on the web, the timing of reading weeks, field trips and professional placements.*

2.i *Staffing issues in respect of work practices, especially during the transition period, should be addressed through consultation with staff representative bodies and heads of areas.*

2.ii *College should identify and provide the necessary resources to allow the implementation of the academic year structure in 2009/10. (It is envisaged that these will be required only for the transition period.)*

2.iii *College should minimise the loss of commercial revenue by making a timely decision on the adoption of the proposed new academic year structure.*

Course Structure

3.0 *College should implement as soon as practicable the revised course structure which comprises a core curriculum and an elective curriculum.*
(a) *The core curriculum will normally comprise a maximum of 220 ECTS credits over a four year programme. This will include mandatory and optional courses within the student's programme of study.*
(b) The elective curriculum will normally comprise a minimum of 20 ECTS credits over a four year programme. Of this, at least 10 ECTS credits will comprise personal or professional skills development, and these may include, for example, placements, dissertations, and research skills. The elective curriculum will also provide the opportunity for students to take 10 credits outside the students' main programme(s) of study.
(c) *Any deviation from this core and elective curriculum will require Council approval.*

3.1 *The Senior Lecturer's Office should begin now to assess and make provision for the changes required to course regulations, assessments, administration and systems supports to enable the full implementation of this core and elective curriculum, and following this assessment, propose an implementation schedule to Council.*

3.2 *Subject to timetabling constraints and module availability, all new undergraduate degree programmes should comply with the new curriculum.*

3.3 *Effective from 2008-09, all students taking a BC course, including the BC language modules, where they are permitted by their home course regulations will obtain the associated credits within their 60 ECTS workload and have their BC mark incorporated within their end-of-year overall result, and the School offering the Broad Curriculum course will be assigned the corresponding FTSE and ARAM credit.*

Changes to the timing of the existing academic year structure require statutory change, and the necessary re-drafting was undertaken by the Statutes Review Working Party. The statutory amendment will be subject to the normal approval processes in Michaelmas Term 2008.

Strategic Innovation Fund

SIF 2

The Strategic Innovation Fund (SIF) was established by the Minister of Education and Sciences and is administered by the Higher Education Authority (HEA). In August 2007, the HEA announced that €130 million would be made available for allocation through the second cycle of SIF. In response to the call, the Senior Lecturer's Office, in Michaelmas term 2007, co-ordinated Trinity's institutional bid for submission to the Higher Education Authority (HEA) on 19th October 2008. The key objectives of the fund in the second cycle remained largely similar to the first cycle and included:

- the enhancement of the delivery of core activities of education and research, through effective and creative institutional and inter-institutional collaboration and, where necessary, appropriate internal restructuring and rationalisation efforts;
- 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 at institutional level and through inter-institutional and inter-sectoral collaboration.

Trinity's bid focused on (i) management information systems, (ii) increasing 4th Level capacity/graduate education, (iii) continuing restructuring, (iv) enhancement of learning, (v) widening participation, and (vi) internationalisation. The second cycle of SIF required a greater level of collaboration with a larger number of institutional partners than had the first cycle. The majority of projects were organised under two main groupings the Dublin Region Higher Education Alliance (DRHEA) and the C4 Group:

DRHEA

This consortium comprises the eight Higher Education Institutions (HEIs) in the greater Dublin area Trinity College Dublin (TCD), University College Dublin (UCD), Dublin City University (DCU), Dublin Institute of Technology (DIT), National University of Ireland, Maynooth (NUIM), Institute of Technology Blanchardstown (ITB), Dun Laoghaire Institute of Art, Design and Technology (IADT) and Institute of Technology Tallaght (ITTD).

C4 Group

This partnership comprises TCD, UCD, National University of Ireland, Galway (NUIG) and University College Cork (UCC)

In addition College also submitted plans for two widening participation projects, the *Roll out of the Certificate in Contemporary Living*, and the development of existing diplomas in Deaf Studies to degree level. Trinity also collaborated in several sectoral projects submitted by the Irish Universities Association.

In February, March and June 2008, the HEA made announcements concerning different projects with which Trinity is involved and confirmed that Trinity was successful in securing almost €16.5 million in total. Due to the current economic crisis, this sum has been revised downwards and only contractual commitments entered into since the announcement of SIF 2 have been funded.

SIF 1

Trinity continued its collaboration with NUIG and UCC under SIF 1 and funding received has contributed significantly to two main areas of focus in College (i) change management/restructuring and (ii) building 4th Level capacity.

(i) Change Management /Restructuring

During 2007/08 SIF 1 funding helped to facilitate the establishment of the three executive Faculty Deans and enabled the provision of key administrative support positions for the new Faculty Offices.

(ii) *Building 4th Level Capacity*
SIF continued to fund:

- two academic posts: a Senior Lecturer in Early Modern Print Culture and a Lecturer in Environmental Change. The successful candidates took up their positions at the start of the 2007/08 academic year;
- the collaborative development of six generic skills modules for PhD students involving a number of Schools and Offices in Trinity working with partners in UCC and NUIG. Elements of five of the generic skills modules were delivered either locally or inter-institutionally in the 2007/08 academic year. Trinity is leading two modules namely, *Research Ethics* and *Statistics and Data Analysis*;
- the appointment of an additional administrative officer in the Graduate Studies Office.

The Broad Curriculum (www.tcd.ie/Broad_Curriculum)

Cross-Faculty Courses
The academic year 2007-08 saw the highest number of students (599, including 67 visiting students) complete the Broad Curriculum cross-faculty courses since the initiative was launched. In 2007/08 the thirteen courses, spanning a range of subjects in the arts, humanities, social and earth sciences, attracted students from most undergraduate programmes in College. The courses, which are designed to promote breadth of learning at undergraduate level, are aimed primarily at students in the Senior Freshman and Junior Sophister years, and are taught over the Michaelmas and Hilary terms. Details of course registrations by 'home' faculty of students and retention rates are set out in Table F1 and Table F2 in Appendix F.

All cross-faculty courses are centrally administered by the Senior Lecturer's Office (including registrations, course changes and withdrawals, processing and publication of marks), while course content, teaching and assessment are the responsibility of the relevant Discipline(s).

In 2007-08, as in the previous academic year, 63% of undergraduate degree programmes (including individual subjects within the Two-Subject Moderatorship) provided for students to gain full academic credit in their end-of-year result by substituting a cross-faculty course for an element of the main study programme. A further 15% of undergraduate degree programmes permitted students to gain extra marks towards their end-of-year result upon successful completion of a cross-faculty course.

Modern Language Modules
In addition to cross-faculty courses, the Broad Curriculum Programme includes modern language modules, which have been offered by The Centre for Language and Communication Studies (School of Linguistic, Speech and Communications Sciences) since 1993/94.

Language modules in French, German, Italian, Spanish, Irish and Turkish were available in 2007/08. In many cases where substitution of a Broad Curriculum cross-faculty course is permitted (normally in the Senior Freshman or Junior Sophister year), students may alternatively substitute a language module.

In 2007-08, twenty-eight students successfully completed a module in French, twenty-four in German, sixteen in Spanish, twelve in Irish, thirteen in Italian, and eight in Turkish.

All Broad Curriculum language modules are fully administered and taught by the Centre of Language and Communications Studies, with information also available on the Broad Curriculum website.

Developments in 2007/08
A condition of the philanthropic funding received for the Broad Curriculum initiative was that the receiving Disciplines/Schools would continue to offer the cross-faculty courses without additional resources after the initial five-year period. This five-year period expired in September 2007 in the case of five Broad Curriculum lectureships; special funding for the remaining seven posts will be phased out from the end of the 2008/09 academic year, depending on the launch dates of individual cross-faculty courses.

The credit weighting of Broad Curriculum cross-faculty courses and language modules was revised from 6 down to 5 ECTS credits in 2007/08 in line with the Council decision of June 2006. In addition, the following was approved by Council in May 2008:
"Effective from 2008-09, all students taking a BC course, including the BC language modules, where they are permitted by their home course regulations will obtain the associated credits within their 60 ECTS workload and have their BC mark incorporated within their end-of-year overall result, and the School offering the Broad Curriculum course will be assigned the corresponding FTSE/ ARAM credit."

This means that all students taking Broad Curriculum courses in 2008/09 will be doing so on a substitution basis only. In order to accommodate the requirement that these courses can be substituted for credit within the total 60 ECTS credits permitted for each course year, Schools have been requested to provide 5-credit options to allow students to a take Broad Curriculum module if they so wish.

Achieving full integration of the Broad Curriculum together with the ECTS credit system in line with College policy will mean that all students' course choices can be factored into the calculation of the annual full-time student equivalents (FTSE), thereby providing a mechanism for the allocation of resources to Disciplines. This should facilitate Disciplines in continuing their Broad Curriculum cross-faculty courses following the end of the seed-funding period.

The Centre for Language and Communication Studies (CLCS) developed a new cross-faculty course (Language, Mind and Society) for delivery in 2008/09.

The Bologna Process (*The Bologna Desk)*
European Credit Transfer and Accumulation System (ECTS)
By the end of the 2007/08 academic year, the definition of courses in terms of their constituent modules and associated ECTS credit weightings had been confirmed across the range of taught programmes, undergraduate and postgraduate. In accordance with College policy, the credit weighting of individual modules typically ranges from 5 to 15 credits, while the major research component of one-year Master' programmes normally carries 30 credits.

Implementation of the ECTS (or other credit system compatible with the ECTS) is a basic requirement of participation in the Bologna Process. Internally, the use of the ECTS as a measure of student workload (where 60 credits is equivalent to a year's workload for a full-time student) has facilitated, for the first time in 2007/08, the calculation of Full-Time Student Equivalents (FTSE) based on the credit weighting of modules taken by the individual student. Since the HEA's Recurrent Grant Allocation Model (RGAM) and the College's Academic Resource Allocation Model (ARAM) both draw on the FTSE for student numbers data, the use of the ECTS affords greater transparency in resource allocation than has been possible up to now.

All new course proposals submitted to the Graduate Studies Committee and Undergraduate Studies Committee (formerly the Undergraduate Teaching and Learning Committee) are required to be ECTS-compliant.

Diploma Supplement
The systems development and data collection required for routine issue of the Diploma Supplement to graduates from 2009 is well underway. The European Diploma Supplement (EDS) Project will merge data from the College's student records file, module data from the timetable system (CMIS), examination marks at the module level, and other detailed information about the degree/diploma awarded to the individual graduates and make this available on a single document. The systems development and data collection required for the routine issue of the Diploma Supplement to graduates from 2009 is well under way.

In Ireland, the design and guidelines for use of the Diploma Supplement are overseen by the Diploma Supplement Steering Group under the auspices of the National Qualifications Authority.

Implementation of the National Qualifications Framework (NQF)
In addition to the internationally recognised awards of honors bachelor, masters and doctoral degrees ('major' awards in NQF terms) which were incorporated into the Framework from the start, all the universities in Ireland offer a large number of diploma and certificate courses. The

associated awards (minor, special purpose or supplemental) are not characterised by the same degree of commonality in terms of title and credit volume as the major awards.

With a view to seeking approval for the formal inclusion of these awards in the Qualifications Framework the universities, through the Irish Universities Association, submitted details of all 'non-major' awards (including all Postgraduate Diplomas) to the National Qualifications Authority (NQAI) in June 2008. Following from this, the universities have been invited to publish details of all their awards, including NQF level, award type and credit volume. A new section on TCD awards and qualifications is being developed by the Bologna Desk for publication on the College's website. Continuing discussion about titling conventions, credit ranges associated with the major Diploma awards (Higher and Postgraduate Diplomas) and the need to accommodate new award types will take place in conjunction with the IUA and NQAI executive. An important focus of this work will be to clarify the Framework level for national awards in Education, notably the former Higher Diploma in Education (provisionally placed at Level 9), the concurrent honors Bachelor in Education awards (such as TCD's Bachelor in Music Education which is placed at Level 8), and the Higher Diploma in Education (Primary) which has no provisional placing as yet.

Learning Outcomes
In March 2008, the University Council approved the introduction of learning outcomes for all taught programmes offered by Trinity College. The development of learning outcomes at programme and module levels is a necessary extension of the implementation both of the ECTS credit system and of the National Qualifications Framework. The development of the outcomes-based approach to education reflects key objectives of national and European education policy within the framework of the Bologna Process, which can be summarized as: to establish and develop standards of knowledge, skill and competence; to provide a system for coordinating and comparing awards; to promote and develop procedures for access to, transfer and progression within the education system. The learning outcomes project is supported by funding from the Strategic Innovation Fund, and will be coordinated and facilitated by the Bologna Desk in conjunction with the Centre for Academic Practice and Student Learning. Work will commence in Michaelmas Term 2008.

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 closely with the Student Counselling Service and the Careers Advisory Service regarding student learning activities.

Academic Practice
In 2007/08, CAPSL delivered a range of programmes to support academic teaching development and staff development. These included: for newly appointed academic staff, a teaching development programme; for experienced academic staff, short courses on teaching portfolio development and on accelerated learning; and, for graduate Teaching Assistants, a suite of six new workshops which built on the demand and success of the one-day induction to teaching introduced the previous year. The lunchtime seminar series of topical practice-based issues ran successfully throughout the academic year comprising presentations by academic and support staff and contributions from international experts. Topics included problem-based learning, accessible information, postgraduate education and interdisciplinarity. In addition to workshops on core areas of academic activity such as research supervision and academic writing, a series of workshops was delivered in Michaelmas term on the theme of curriculum and assessment for learning. Workshops were also provided within Schools on topics including small group teaching, dissertation support, and clinical teaching.

Centralised Student Feedback Facility
CAPSL provides a centralised service to support the systematic evaluation of teaching and modules 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 readable reports. In the main, surveys use a standard template; however customisation of the standard format can be requested.

The demand for standardised surveys during the academic year 2007/08 decreased by 17% compared to the previous year, however, there was an increased number of requests for customised surveys. In 2007/08, over 22,292 evaluation forms were printed and distributed to students and approximately 550 modules were evaluated by the service.

The outcomes of the 2006/07 Centralised Student Survey Facility participatory review identified the need to further enhance the quality and effectiveness of the current facility and to provide greater flexibility to academic users. During 2007/08, a number of different survey software products were reviewed and, as a result, SNAP software was purchased. The new software will be rolled out as a phased programme in 2008/09 and will extend the range of potential survey formats and outputs available through the central service.

The Provost's Teaching Awards Scheme
Recipients of the 2007-08 Provost's Teaching Awards were announced on 26th May 2008. 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 following staff received a Provost's Teaching award in 2008:

- Professor Sylvia Draper, School of Chemistry
- Dr Oran Doyle, School of Law (Early Career Award)
- Dr Paul Spiers, School of Medicine
- Professor Cyril Smyth, School of Genetics and Microbiology (Lifetime Achievement Award)

Professor Sylvia Draper also received a teaching excellence award from the National Academy for the Integration of Research, Teaching and Learning (NAIRTL). In 2007/08 CAPSL and the Graduate Students' Union initiated a postgraduate teaching recognition project to explore ways of recognising and rewarding the contribution to the undergraduate student experience made by postgraduate teaching assistants. The project will be completed in 2008/09 and feed into a wider review of the institutional award schemes.

The Centre for Learning Technology

During 2007-2008, the Centre for Learning Technology (CLT) focused on five key activities to enable College develop technology-enhanced learning within faculties and schools, and to ensure such learning becomes part of daily student experience (in accordance with the Trinity's Teaching and Learning Strategic Policy 2007). These key activities were:

(i) eLearning Project Development – supported all stages from eLearning planning, design, development, and assessment, to evaluation of strategic eLearning projects across TCD faculties. In 2007/08 there were nine such strategic eLearning projects (See appendix H for details).

(ii) Piloted a Schools initiative to encourage and support the up-skilling of School personnel in relation to technology-enhanced learning. This year CLT piloted such a programme with the School of Law and the School of Nursing and Midwifery, and hopes to roll this out more widely next year.

(iii) Training and Consultancy for eLearning. Approximately 277 Trinity staff availed themselves of the training and consultancy programme in College in 2007/08. This included:

   a. A comprehensive programme of workshops, and seminars on topics such as: design and development of eLearning Courses; Learning Content Tools; using and Learning Management Environments; advanced techniques for management of student learning (WebCT); on-line Assessment Techniques and Technologies; Plagiarism detection and avoidance; eLearning Strategic Planning; eLearning Costing and Appraisal.

   b. Development and pilot implementation of customised programmes for Faculties, Schools and academic disciplines.

(iv) Organised and hosted the annual National Conference on 'Innovations and Practices in Technology Enhanced Learning'. This year's annual conference (seventh) attracted over 120 academics and instructional technologists from all over Irish Higher Education sector as well as Trinity academics. A showcase (as part of annual conference) of TCD academic innovation in the application and use of learning technology in TCD courses. The showcase has been an effective and efficient motivator for promoting and motivating best practice in learning technology in college.

(v) Coordinated and managed the HEA sponsored "National Digital Learning Repository Project" involving all seven IUA universities, fourteen Institutes of Technology and all associated teacher education colleges. The objective of this project is to share digital teaching and learning resources across universities and the Institutes of Technology so as to reduce the expense, complexity and effort (time) in developing digital learning resources in TCD.

(For a full description of the individual activities, please see Appendix H)

Learning Support and Development, Student Counselling Service
The Learning Support and Development component of the Student Counselling Service (SCS) provided a range of supports to improve student learning and aid retention during 2007-08. These included 34 generic learning support workshops attended by 540 students. In addition, 214 students received 389 individual learning support consultations. This included screenings for learning disabilities including screening of all new entry TAP Mature Foundation students. A retention rate of 97.6% was calculated for 2007-2008 based on students who availed of these services in the previous academic year (although several factors impact on a student's ability to sustain and progress their study).

The Service also provided sixteen learning support and development workshops across a range of academic units and programmes; these were attended by approximately 900 students. Learning Support and Development coordinated the Postgraduate Skills Development Summer School and contributed to the Orientation Programme; Mature Student Welcome Programme; Peer Learning in Modern Languages; and consultations with academic staff to improve student learning support to students. Considerable learning support and development material for staff and students is available on our website. The service also maintains the CAPSL "Student Learning" webpage which provides access to library, information technology, programming, mathematics and statistics, and writing support networked across the College.

Quality Assurance

School Reviews
The Quality Office supports quality reviews of Schools. The main purpose of the School review exercise is (a) to provide a structured opportunity for the School to reflect on its activities and plans for development, while benefiting from a constructive commentary by senior colleagues external to College; and (b) to ensure that quality and standards in teaching, research and administration are being maintained and enhanced. This review process ensures that each academic School in College is reviewed systematically once every seven years.

Academic quality reviews at Trinity College are conducted according to agreed procedures and protocols that are monitored and revised annually in consultation with academic colleagues. These procedures are set out in a booklet entitled *General Procedures and Protocol for Academic Review* and are in line with the approach taken by the other Irish universities to quality assurance as laid out in the Irish Universities Association (IUA) document *A Framework for Quality in Irish Universities*. Each academic quality review involves the preparation of a self-assessment document, a review by external peers, a site visit, reporting and monitoring.

A number of changes were made to the process to take account of academic restructuring as follows:

- The internal facilitator chairs the review meetings;
- The Faculty Deans are included in the review process;
- New guidelines for review of undergraduate and postgraduate education as part of a School review have been approved;
- Schools are now required to draw up an Implementation Plan in consultation with the Faculty Dean and other relevant Academic Officers, and this Plan is to be approved by Council.

In the academic year 2007-08, the Quality Office facilitated the quality review of the Schools of (i) Chemistry, (ii) English, (iii) Education, and (iv) Computer Science & Statistics. A review of the College's Tutorial Service took place in November 2007, the first cross-College review. The Quality Office assisted in the review of the B.Sc. in Human Nutrition and Dietetics in May 2008. This course jointly delivered by Trinity's School of Medicine and the School of Biological Sciences at Dublin Institute of Technology (DIT).

The academic year 2007/08 saw the completion of year-three of the second cycle of academic reviews (2004-2011). A review of the School of Languages, Literatures and Cultural Studies due to take place in 2007/08 was postponed due to the unavailability of Reviewers and will now be carried out in the 2008/09 academic year. In June 2007, University Council approved a full set of

reviews scheduled to 2011 and covering all Schools (see Appendix I Table 1). The following Schools will be reviewed in the 2008/09 academic year:

(i) Languages, Literatures and Cultural Studies (postponed from 2007/08); (ii) Law; (iii) History & Humanities; (iv) Dental Science; (v) Social Sciences & Philosophy and (vi) Pharmacy & Pharmaceutical Science.

Progress Reports
In accordance with agreed procedures, within eighteen months following Council's approval of a review report, the Quality Office invites Heads of Departments/Schools to report on progress made in addressing the Reviewer's recommendations. In 2007/08, a progress report was received in respect of (i) Civil, Structural & Environmental Engineering and (ii) Biochemistry. These reports were the last progress reports to be received in respect of Departments reviewed during the first cycle of academic reviews (1998 – 2004).

Quality Committee Activity
In 2007/08, the Quality Committee approved a process for reviewing undergraduate courses as part of the school review process. In the new process, the School seeks an expanded and more comprehensive report from External Examiners for individual undergraduate courses. In addition, the course co-ordinators/directors are asked to undertake a short self-assessment. The External Examiners' reports and the course co-ordinator's self-assessment form are then considered by the Director of Teaching and Learning Undergraduate (DTLU) and a commentary on undergraduate education in the School is prepared. This commentary then forms part of the School self-assessment documentation.

In 2006/07, the Quality Committee approved pilot procedures for review of postgraduate education as part of a School review and in 2007/08 these procedures were further refined. The Committee approved self-assessment templates for review of postgraduate courses, to be completed by the course co-ordinators, and a template for commentary on postgraduate education by the Director of Teaching and Learning Postgraduate. These templates have been incorporated into the *General Procedures and Processes for Quality Review of Schools* 2008/09.

Update on the Irish Universities Quality Board Activity for 2007/08
(i) IUQB Conference 2007
The IUQB held its fifth annual conference on the 12 &13th October 2007 in NUI Galway. The conference was entitled "*Institutional Research: Benefiting the Student Experience and University Performance*" and was attended by representatives from the Quality Office.

(ii) Quality Review of IUQB
A quality review of the IUQB took place on the 21-23rd April 2008. The review was commissioned by the HEA and was undertaken by a panel of nine experts from Ireland and abroad. The purpose of the review was to ensure that Irish quality assurance procedures meet the best European standards and to assess the effectiveness of IUQB activities undertaken and funded by the HEA. Trinity College was invited by the HEA to provide comment on the performance, effectiveness and development of the IUQB as part of a public consultation process in advance of the review visit and the Provost (as a member of the IUQB Board). The Expert Group report was published in September 2008.

(iii) Institutional Reviews of Irish Universities (IRIU)
A review of the effectiveness of Quality Assurance Procedures in Irish Universities will take place in the academic year 2009/10. The review will be co-ordinated by the IUQB and an informal consultation process on the form and scope of the review was initiated in July 2008. The formal consultation process on the process and procedures for the review will take place from October 2008 – January 2009 and Trinity College will be actively involved in this consultation phase.

(iv) Sectoral projects
Trinity College continues to participate in the cross-sectoral projects which are co-ordinated by the IUQB. In 2007/08, TCD had input into the drafting of the following documents: National Guidelines of Good Practice in Strategic Planning for Academic Units in Irish Universities, National Guidelines of Good Practice in Quality Improvement in Teaching and Learning in Irish

Universities and the National Guidelines of Good Practice for Institutional Research in Irish Higher Education.

Irish Higher Education Quality Network (IHEQN)/Irish Universities Association (IUA)
During 2007/08, Trinity continued to engage with the principal national stakeholders involved in quality assurance/quality improvement through its participation in the activities of the Irish Higher Education Network (IHEQN) and the Irish Universities Association. Specifically, TCD is represented on the IUA 4th Level Forum and on the principal committees and subcommittees of the IUA. Representatives from TCD attended the IHEQN seminar entitled "*The Provision of Education to International Students*" on the 29th April, 2008.

Retention Project
The Quality Office compiles data on undergraduate student retention. To-date new entrants to undergraduate degree programmes in 2001/02, 2002/03 and 2003/04 have been tracked. Schools are invited to consider the findings of this study and to address areas where there are incidences of high attrition.

VIII. STATUTORY REPORTING AND SYSTEMS SUPPORT

Recurrent Grant Allocation Model (RGAM)

During the academic year 2006-07, the Higher Education Authority (HEA) introduced a new mechanism for allocating recurrent grant funding based on the calculation of weighted Full-Time Student Equivalents (FTSE) within subject price groups. The new model is being phased in over a three-year period. The first return, in Michaelmas term 2006, was based on the students numbers registered in College for the academic year 2004/2005.

Following receipt of the initial submissions from the universities, the HEA engaged consultants to undertake a two-part audit, consisting of a review and report on the reliability and comparability of the student data and assignment of courses to subject price groups, and a separate audit of the universities' student information systems and processes. In the light of the outcome of the audit, the universities submitted revised returns in March 2007.

The College submitted the return based on the 2006-07 student numbers in Michaelmas Term 2007. The College submitted the return based on the student numbers for 2007-08 in July 2008 expressed not in terms of the traditional FTSE calculation as for previous returns, but in terms of ECTS credits for students on full-time programmes over one academic year up to a maximum of ninety ECTS credits for full-time students on postgraduate programmes of one calendar year's duration.

The College also submitted to the HEA for the first time the 'Book of Modules' providing details of the modules for all taught courses together with their ECTS credit value.

Unit Cost Return

The Unit Cost exercise, developed by the HEA in the late 1980s as a funding information instrument, produces an 'average unit cost' for different categories of student in each subject grouping across the university sector. Since 1990/ 1991, the 'Unit Cost' return has been compiled annually by the Senior Lecturer's Office. The unit cost is determined by allocating annual recurrent expenditure to courses on the basis of contact and supervision hours. The resulting comparative data published by the HEA for the seven universities informed the College's staff planning and cost management strategy throughout the 1990s.

Over the past few years, increasingly long delays between the submission of the annual returns and the publication by the HEA of the comparative data have rendered the Unit Cost mechanism less effective as a planning tool. The last return, made in June 2007, was for the academic year 2004-05. The return for the academic year 2005-06 is currently in progress. Since undertaking a review of the Unit Cost Funding Mechanism, the HEA has introduced a new Recurrent Grant Allocation Model (RGAM), but continues to require the universities to submit their Unit Cost returns on an annual basis.

The introduction of a full economic costing model is expected to replace the Unit Cost exercise. The complication of unit cost data is becoming increasingly more resource intensive as the existing Power-Builder software, supported by the MIS unit, is outdated and unable to provide a basic level of service.

Student Administration System User Support Unit

The SAS User Support Unit, operating in partnership with IS Services, provides business analysis services to central academic administration, first line support for the timetabling and room booking and examination system (CMIS), and the Postgraduate Application Centre (PAC) system. It also provides IT related advice to users as required.

There are currently 123 CMIS users, 81 of whom use the system across the College to conduct lecture timetabling. Eleven users use the system to make *ad hoc* room bookings, e.g. the Enquiries Office and the Accommodation Office, and 6 users use the system to conduct examination scheduling and invigilator payment. Twenty five users use the system to conduct miscellaneous tasks such as module assignment (International Office & Broad Curriculum users), to import data into WebCT (CAPSL), and Buildings Superintendents. The SAS User Support Unit

provides training and first line support to all such users. It also liaises with the system suppliers, Management Information Systems Group (MIS) and IS Services to ensure that the system is operating at an optimal level.

The Postgraduate Application Centre (PAC) System has been successfully used since 30th April 2008 to process all applications for taught postgraduate courses. There are currently 262 users of the system and they are made up of 249 School based users (academic and administrative staff) and 13 users in the Graduate Studies Office. The SAS User Support Unit provides first line technical support to all such users, and liaises with the Management Information Systems Group (MIS), IS Services and the Postgraduate Application Centre in this regard. It is responsible for the delivery of system demonstrations and user documentation.

The current student administration system is a bespoke system based on legacy databases and user interfaces. It is difficult to amend and / or maintain the system owing to the fact that most elements of the system are not maintained by its suppliers. However, where possible, changes are made to the system and all business analysis relating to the changes are conducted by the SAS User Support Unit and submitted to MIS. All system changes are vigorously tested by the SAS User Support Unit before they are rolled out to the system users.

The SAS User support unit conducts streamlining relating to the Office of the Vice Provost procedures and processes. It provides localised software solutions, where centralised systems cannot deliver, and it conducts software research for offices that require specialised software to be introduced / implemented. It also provides *ad hoc* statistical reports that are sourced from the student administration system databases.

For a full account of the activities of the SAS User Support Unit in 2008-09 please see Appendix L.

APPENDICES

APPENDIX A – APPLICATIONS AND ADMISSIONS 2008

1. APPLICATIONS

In reviewing 2008 admissions data, Council is invited to note the following points:

- A total of 60,720 applicants applied to Irish higher education institutions through the CAO, representing an increase of 3.9% on the 2007 application figures.
- Trinity continued to attract a substantial proportion (11%) of first preference applications in the CAO system.
- In 2008, 15,748 applicants mentioned TCD as one or more of their CAO course preferences (16,207 in 2007) - a decrease of 3%.
- The number of first preference applications to Trinity College was 6,730 representing an increase of 2.7% on the 2007 figures (6,556 in 2007). The College's overall ratio of first preference applications to quota was 2.5:1 (2.6:1 in 2007).
- 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.
- For the first time in a number of years first preference applications to Computer Science increased, by 52% (54 in 2007 to 82 in 2008). This resulted in an increased number of registered students (41 compared to 25 in 2007).
- Although the number of first preference applications for Nursing courses in general remained similar to 2007 the number of eligible first preference candidates for both Psychiatric and Intellectual Disability Nursing were low and resulted in these disciplines not reaching their quotas.
- Courses in Natural Sciences, Economic and Social Studies, and Engineering, all with a quota in excess of 170, have maintained a strong sectoral position. Both Science and BESS significantly increased their quotas but maintained their 2007 points levels. In particular, it is worth noting that the entry level for Science (410 points) is much higher than that for similar courses within the University sector.
- Five hundred and ninety (590) EU new entrants achieved 545 points or higher in the Leaving Certificate or equivalent examination and were awarded an Entrance Exhibition. They represent 23% of the 2008/09 Junior Freshman class (24% in 2007).
- In 2008 there were 729 applications for admission under the Mature Student Dispensation Scheme (750 in 2007) and 133 mature students registered (126 in 2007).
- Tables A8 and A9 show the percentage trend of acceptances to Round 1 offers from 2004 to 2008. The percentages range from 20% 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) 2008, 2007, 2006

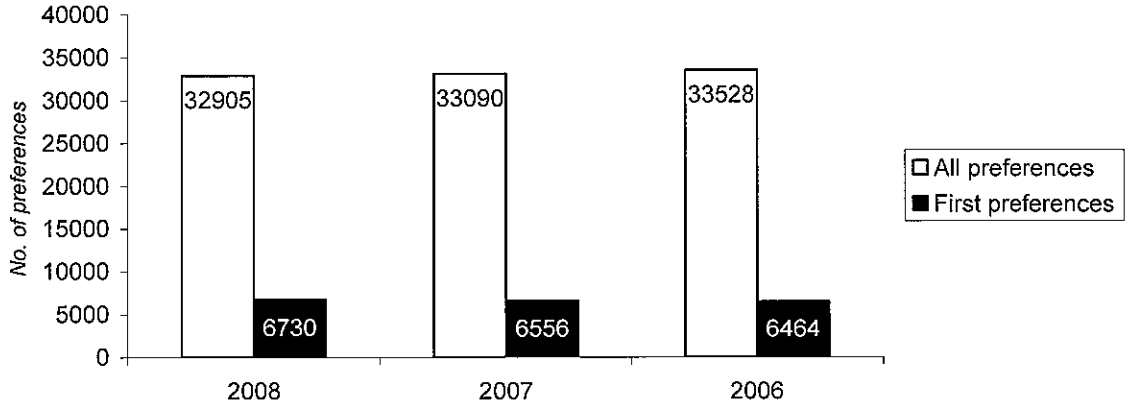
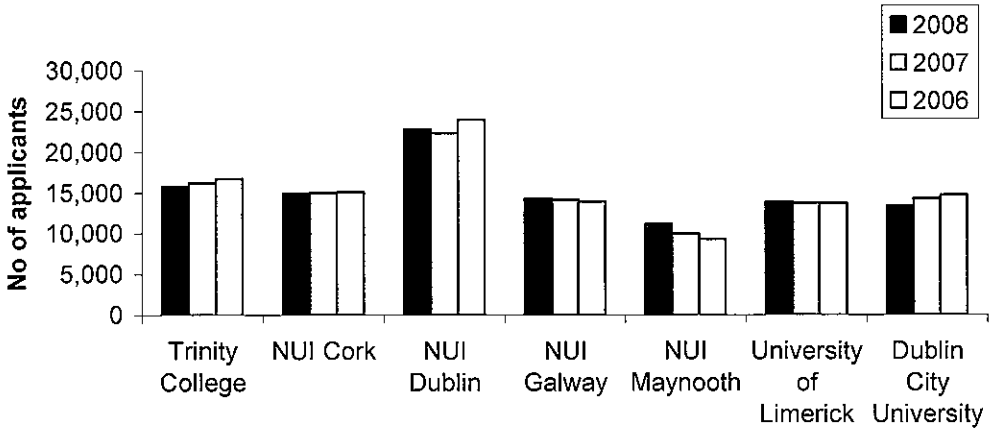


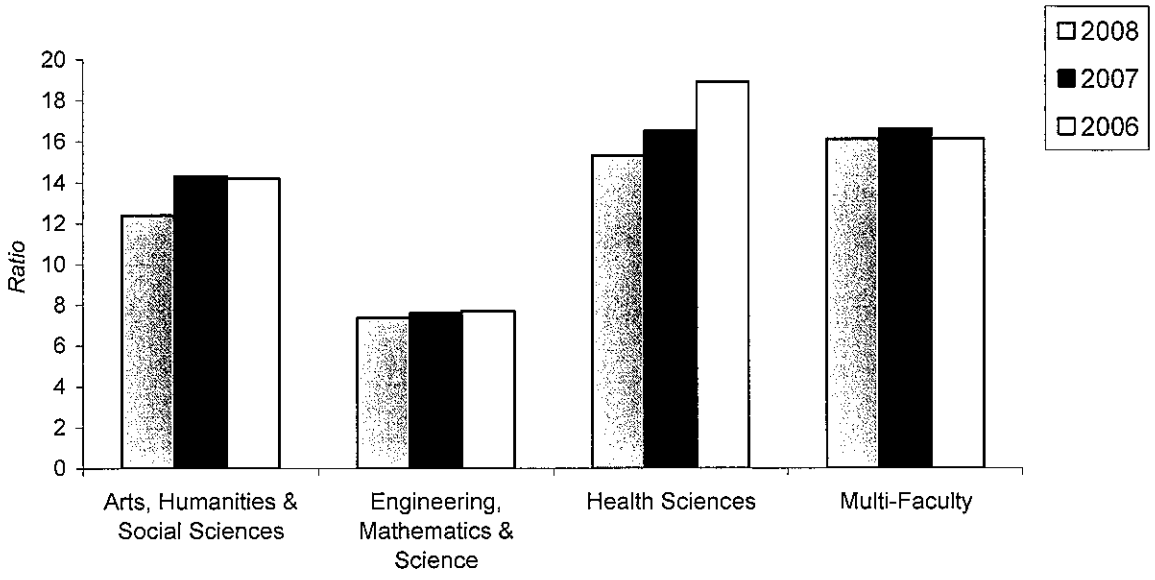
Figure A2: Total number of CAO applicants to all universities 2008, 2007, 2006



In 2008 the total number of CAO applicants to Trinity College was 15,748 compared to 16,207 in 2007 and 16,731 in 2006. There are up to 10 preferences on each application form and applicants may apply to more than one institution. Therefore, the figure 15,748 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 32,905 in 2008 compared to 33,090 in 2007 and 33,528 in 2006. In 2008, the ratio of applications (all preferences) to quotas ranged from 1.2 in Computer Science, Linguistics and German to 45.4 in TSM Psychology. The overall College ratio was 12.3:1 (13.3:1 in 2007).

Figure A3: Ratio of CAO applications (all preferences) to quota 2008, 2007, 2006



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 296 applications from one-year and one-term SOCRATES/Visiting students (see Table A1(a) in the Appendices) in 2008. These applications are from EU students.

d) Non-EU Direct Entry Applications

Seven hundred and seventy- four (774) non-EU direct applications were processed from students seeking admission to Medicine (747 in 2007) and 36 from students seeking admission to Dental Science (41 in 2007).

In addition, the Admissions Office processed 353 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 2008, 2007, 2006

	2008					2007					2006				
Direct Applications	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students 2008	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students at 19.10.07	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level
Diploma in Information Systems	44	80	0.6	27		32	80	0.4	19		38	80	0.5	26	
B.Sc. Information Systems	3	80	0.0	3		4			1		20			20	
B.Sc. Business & Information Technology	No intake 2008					No intake in 2007					31	50	0.6	15	
B.Sc. Computer Science (evening)	No intake 2008					No intake in 2007					90	64	1.4	6	
SOCRATES One Year Students	206			191		215			204		184			184	
SOCRATES One Term Students	90			82		34			33		68			68	
Semester Start Up Programme***	68			56		32			32						
Diploma in European Painting	28	25	1.1	23		32	24	1.3	23		49	24	2.0	23	
Diploma Course in Dental Nursing^	899	20	45.0	21	300	1157	20	57.9	22	335*	1018	20	50.9	19	315*
Degree in Dental Technology^	266	6	44.3	2	320	282	6	47.0	6	325	360	6	60.0	4	415
Diploma in Dental Hygiene^	203	8	25.4	8	425*	443	8	55.4	9	435	634	8	79.3	8	355
Bachelor in Acting Studies (formerly Theatre Studies)	No intake 2008					No intake in 2007					210	12	17.5	15	
Diploma in Addiction Studies	25	24	1.0	19		25	24	1.0	25		38	24	1.6	16	
Degree in Theology	No intake 2008					7	8	0.9	7		13	8	1.6	13	
Diploma in Sign Language/English Interpreting ^	88	12	7.3	3	355	8	15	0.5	2		12	15	0.8	5	
Diploma in Irish Sign Language Teaching	3	15	0.2	3		4	15	0.3	2		3	15	0.2	2	
Diploma in Deaf Studies^	203	25	8.1	11	265	24	15	1.6	12		14	15	0.9	13	
TAP - Foundation course for Higher Education - Mature Students	98	25	3.9	21		84	25	3.4	21		96	25	3.8	26	
TAP - Foundation course for Higher Education - Young Adults	136	25	5.4	26		164	25	6.6	28		125	25	5.0	27	
Bachelor in Nursing Studies (October intake)	33	100	0.3	18		30	100	0.3	22		98	100	1.0	77	
Bachelor in Midwifery Studies	9	25	0.4	5		9	25	0.4	8		28	25	1.1	21	
Access to Degree (Nursing)	7	100	0.1	18		28	100	0.3	17		40	100	0.4	15	
Access to Medicine / Dentistry through Science (non-EU)	No intake 2008					1	10	0.1	1		No intake in 2006				
Non-EU: Medicine	774	50	15.5	42		747	50	14.9	44		677	50	13.5	49	
Dental Science	36	8	4.5	7		41	8	5.1	10		32	8	4.0	6	
Other Full Degree	353			74		265			55		223			61	
One Year Visiting Students	109			84		123			109		126			126	
One Term Students	24			14		14			14		19			19	
Total	**3705**			**758**		**3805**			**726**		**4246**			**864**	

^ Application to these Level 7 courses is via CAO. This results in a high level of applications but a lower number of genuine applicants.

* Random selection

***New programme with first intake 2007/08

Table A1(b): Number of students admitted under the Mature Student Dispensation Scheme by Faculty 2008-2004

	2008	2007	2006	2005	2004
Number of applicants	729	750	748	798	669
Number of places offered	198	157	155	179	155
Number of students registered by Faculty					
Arts, Humanities & Social Sciences	60	51	51	66	53
Engineering, Mathematics & Science	27	15	16	11	16
Health Sciences	19	33	30	34	21
Multi-Faculty	27	27	26	37	28
Total students registered	**133**	**126**	**123**	**148**	**118**

Nursing- number of mature student applications, offers and students registered					
	2008	**2007**	**2006**	**2005**	**2004**
Number of Nursing applications	1207	1468	1601*	1102	1141
Number of places offered	92	132	168	101	97
Number of students registered in Nursing	66	113	93	72	59

**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 2008

Course	Quota	First preferences	Cut-off points level	Number registered as at 24/10/08 2008/09
Applications made via CAO				
Classics^	15	18	410	5
Early & Modern Irish	15	10	345	9
Religions & Theology	29	29	335	23
Irish Studies	20	14	325	19
Business Studies & Polish	5	8	415	2
Computer Science	65	82	355	41
Computer Science, Linguistics & a Language	25	3	430	3
Engineering with Management	20	18	375	16
Chemistry with Molecular Modelling	5	1	410	1
Physics & Chemistry of Advanced Materials	20	8	385	6
Intellectual Disability Nursing	40	82	290	19
Psychiatric Nursing	45	60	290	43
TSM*				
Early Irish	10	1	425	2
German	32	32	410	22
Italian	30	39	410	27
Near Eastern & Jewish Studies	10	8	425	4
Religions & Theology	24	56	380	18
Russian	36	23	380	11
TOTALS	**446**	**492**		**281**

^ 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 2007

Course	Quota	First preferences	Cut-off points level	Number registered 2007/08
Applications made via CAO				
Classics^	15	16	385	5
Early & Modern Irish	15	4	335	7
Germanic Studies	8	11	385	6
Irish Studies	20	8	375	9
Computer Science & Linguistics	25	7	425	4
Computer Science	65	54	355	25
Chemistry & Molecular Modeling	5	2	420	2
Physics & Chemistry of Advanced Materials	20	8	370	5
TSM*				
Early Irish	10	2	370	0
German	32	44	425	21
Near Eastern & Jewish Studies	10	7	370	4
Russian	36	27	425	14
TOTALS	**271**	**198**		**110**

^ 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 A3: Ratio of total and eligible CAO applications to quota for 2008, 2007, 2006

	2008				2007				2006			
Course	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Ratio of Eligible Applications to quota
Faculty of Arts, Humanities and Social Sciences												
Biblical & Theological Studies^	156	29	5.4	3.6	202	21	9.6	6.4	168	21	8.0	5.5
History	608	38	16.0	10.6	643	38	16.9	12.8	555	38	14.6	10.9
Music #	194	20	9.7	3.8	195	20	9.8	3.2	192	15	12.8	3.8
Classics	117	15	7.8	1.6	127	15	8.5	1.5	111	15	7.4	1.5
Drama & Theatre Studies *#	213	16	13.3	3.5	223	16	13.9	4.4	267	14	19.1	5.4
Early & Modern Irish	112	15	7.5	5.5	122	15	8.1	6.2	168	15	11.2	8.7
English Studies^	593	40	14.8	9.8	649	34	19.1	14.1	620	34	18.2	14.1
Germanic Languages	70	8	8.8	6.6	76	8	9.5	7.4	57	8	7.1	4.9
Irish Studies (New in 2007)	124	20	6.2	4.4	134	20	6.7	4.9	n/a	n/a	n/a	n/a
Clinical Speech & Language Studies *	413	34	12.1	10.0	496	34	14.6	11.6	513	34	15.1	11.9
European Studies *^	333	45	7.4	4.8	361	37	9.8	6.3	419	37	11.3	7.1
Law *^	986	97	10.2	7.4	1192	83	14.4	11.5	952	83	11.5	9.0
Philosophy	308	17	18.1	13.5	358	17	21.1	15.4	287	17	16.9	11.7
Psychology*	921	32	28.8	19.8	953	32	29.8	21.3	952	32	29.8	21.0
Business, Economic & Social Studies^	1844	236	7.8	6.5	1887	216	8.7	7.2	2008	216	9.3	7.6
Social Studies	876	30	29.2	13.6	1104	30	36.8	19.2	1062	30	35.4	17.4
Sociology & Social Policy	427	28	15.3	10.5	524	28	18.7	13.1	482	28	17.2	11.0
Philosophy & Political Science	220	10	22.0	15.8	226	10	22.6	15.9	215	10	21.5	16.3
Philosophy, Political Sc., Economics & Sociology (New in 2008)	579	25	23.2	16.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Business Studies & French	411	15	27.4	19.8	325	15	21.7	15.1	364	15	24.3	16.1
Business Studies & German	192	15	12.8	8.5	191	15	12.7	8.3	250	20	12.5	7.9
Business Studies & Russian	77	7	11.0	6.1	68	7	9.7	5.3	101	7	14.4	9.1
Business Studies & Polish (New in 2008)	33	5	6.6	3.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Business Studies & Spanish (New in 2008)	208	10	20.8	12.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
History & Political Science#^	406	24	16.9	11.1	401	19	21.1	15.5	343	19	18.1	12.6
Law & French	161	12	13.4	9.3	213	12	17.8	13.6	197	12	16.4	13.8
Law & German	99	12	8.3	6.6	116	12	9.7	7.3	138	12	11.5	9.5
Music Education	87	10	8.7	2.9	130	10	13.0	2.4	102	10	10.2	2.2
Total	**10768**	**865**	**12.4**	**8.5**	**10916**	**764**	**14.3**	**10.0**	**10523**	**742**	**14.2**	**9.8**
Faculty of Engineering, Mathematics and Science												
Computer Science	460	65	7.1	2.8	410	65	6.3	2.4	462	65	7.1	2.5
Engineering	1112	175	6.4	4.6	1159	175	6.6	4.8	1162	175	6.6	4.8
Management Science and Information Systems Studies^	191	30	6.4	5.0	171	24	7.1	5.5	155	24	6.5	4.3
Engineering with Management	301	20	15.1	9.7	279	20	14.0	8.1	129	20	6.5	3.6
Human Genetics *^	296	15	19.7	13.3	290	13	22.3	15.9	318	13	24.5	15.8
Mathematics	389	30	13.0	9.7	350	30	11.7	9.0	388	30	12.9	10.0
Science^	2188	340	6.4	5.0	2054	300	6.8	5.3	2076	300	6.9	5.4
Theoretical Physics	233	40	5.8	4.3	216	35	6.2	4.5	236	35	6.7	4.5
Chemistry with Molecular Modelling	72	5	14.4	8.2	79	5	15.8	10.0	86	5	17.2	12.0
Medicinal Chemistry	379	28	13.5	11.2	312	25	12.5	10.2	356	25	14.2	11.9
Physics and Chemistry of Advanced Materials	87	20	4.4	3.4	96	20	4.8	3.4	122	20	6.1	4.8
Total	**5708**	**768**	**7.4**	**5.3**	**5416**	**712**	**7.6**	**5.5**	**5490**	**712**	**7.7**	**5.5**

^Quota adjusted in 2008 as a result of the strategic planning process
 # Quota adjusted in 2007 as a result of the strategic planning process
** Quota adjusted in 2006 as a result of the strategic planning process*

Table A3: Ratio of total and eligible CAO applications to quota for 2008, 2007, 2006

	2008				2007				2006			
Course	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Ratio of Eligible Applications to quota
Faculty of Health Sciences												
Dental Science	618	32	19.3	12.2	494	32	15.4	10.6	449	32	14.0	9.5
Medicine*	1869	111	16.8	9.7	1717	94	18.3	11.3	1718	74	23.2	15.5
Occupational Therapy	557	40	13.9	10.8	558	40	14.0	10.3	529	40	13.2	10.2
Physiotherapy	736	40	18.4	11.4	773	40	19.3	10.7	1096	40	27.4	17.0
Radiation Therapy^	374	30	12.5	10.5	344	25	13.8	11.5	320	25	12.8	10.1
General Nursing^^	1886	148	12.7	6.3	2074	148	14.0	6.4	2289	148	15.5	7.3
Intellectual Disability Nursing (formerly Mental Handicap Nursing)^^	617	40	15.4	5.7	560	40	14.0	5.7	621	40	15.5	6.3
Psychiatric Nursing^^	571	45	12.7	5.3	683	45	15.2	6.7	687	45	15.3	6.3
Integrated Childrens and General Nursing (new course 2006)	624	20	31.2	18.6	893	20	44.7	24.5	1256	20	62.8	36.4
Midwifery (new course 2006)	764	40	19.1	9.8	768	40	19.2	9.5	928	40	23.2	11.5
Pharmacy^	989	80	12.4	9.4	922	70	13.2	10.2	980	70	14.0	11.0
Total	**9605**	**626**	**15.3**	**8.9**	**9786**	**594**	**16.5**	**9.4**	**10873**	**574**	**18.9**	**11.1**
Multi Faculty												
Computer Science, Linguistics & French	40	10	4.0	1.7	45	10	4.5	1.7	48	10	4.8	2.0
Computer Science, Linguistics & German	12	10	1.2	0.5	22	10	2.2	1.0	25	10	2.5	1.0
Computer Science, Linguistics & Irish	10	5	2.0	1.2	16	5	3.2	1.4	17	5	3.4	0.8
Two Subject Moderatorship	6762	400	16.9	12.5	6889	395	17.4	12.6	6552	388	16.9	12.1
Total	**6824**	**425**	**16.1**	**11.8**	**6972**	**420**	**16.6**	**11.9**	**6642**	**413**	**16.1**	**11.5**
GRAND TOTAL	**32905**	**2684**	**12.3**	**8.2**	**33090**	**2490**	**13.3**	**8.9**	**33528**	**2441**	**13.7**	**9.1**

** Quota increases in 2006, 2007 and 2008 as part of national expansion of medical places.*

^Quota adjusted in 2008 as a result of the strategic planning process.

^^ 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.

 # 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 2008, 2007, 2006

	2008				2007				2006			
Two- Subject Moderatorship Course	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota	Total Number of Applications (All	Quota	Ratio of Applications to Quota	Ratio of Eligible Applications to Quota
Ancient History & Archaeology	454	23	19.7	14.3	457	23	19.9	12.3	460	23	20.0	13.7
Religions & Theology	311	24	13.0	8.8	351	24	14.6	10.0	282	24	11.8	8.7
Classical Civilisation	491	29	16.9	13.5	512	29	17.7	12.5	432	29	14.9	11.1
Drama Studies#*	365	24	15.2	7.3	371	24	15.5	7.5	467	22	21.2	10.1
Early Irish	12	10	1.2	0.7	19	10	1.9	0.6	12	10	1.2	0.5
Economics	853	43	19.8	15.9	764	43	17.8	15.0	775	43	18.0	13.9
English Literature*	1805	85	21.2	15.8	1824	85	21.5	15.7	1799	85	21.2	15.5
Film Studies#*	648	30	21.6	14.1	633	30	21.1	12.9	673	24	28.0	18.1
French	1171	84	13.9	11.2	1160	84	13.8	10.1	1070	84	12.7	9.8
Geography	563	35	16.1	12.7	515	35	14.7	11.4	486	35	13.9	10.8
German	274	32	8.6	6.0	286	32	8.9	6.4	307	32	9.6	6.9
Greek	62	-	-	-	55	-	-	-	56	-	-	-
History	1180	40	29.5	22.9	1139	40	28.5	22.0	991	40	24.8	18.8
History of Art & Architecture#^	586	40	14.7	10.5	640	33	19.4	13.6	625	28	22.3	16.4
Italian	294	30	9.8	6.9	434	30	14.5	10.5	377	30	12.6	8.8
Near Eastern & Jewish Studies	60	10	6.0	3.5	59	10	5.9	3.2	30	10	3.0	1.9
Latin	136	10	13.6	9.1	120	10	12.0	7.0	95	10	9.5	6.5
Mathematics	325	15	21.7	14.9	276	15	18.4	12.9	271	15	18.1	11.9
Modern Irish	363	30	12.1	10.6	357	30	11.9	9.9	334	30	11.1	9.2
Music#	239	10	23.9	12.3	205	10	20.5	8.4	194	8	24.3	10.0
Philosophy	847	43	19.7	15.2	927	43	21.6	17.2	783	43	18.2	13.7
Psychology	772	17	45.4	32.1	851	17	50.1	35.6	786	17	46.2	31.9
Russian	152	36	4.2	2.3	156	36	4.3	2.7	184	36	5.1	3.0
Sociology	1064	59	18.0	13.8	1077	59	18.3	14.0	1050	59	17.8	13.6
Spanish^	497	41	12.1	8.9	590	39	15.1	11.0	565	39	14.5	10.2
Total	**13524**	**800**	**16.9**	**12.5**	**13778**	**791**	**17.4**	**12.6**	**13104**	**776**	**16.9**	**12.1**

^ Quota adjusted in 2008 as result of strategic planning process
 # Quota adjusted in 2007 as result of strategic planning process
** Quota adjusted in 2006 as a result of the strategic planning process*

Table A5: CAO first preference applications: quotas, points, number registered 2008, 2007, 2006

	2008								2007								2006							
Course	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 24.10.08	Total Eligible 1st Preference Application	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 19.10. 2007	Total Eligible 1st Preference Application	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 27.10. 2006	Total Eligible 1st Preference Applications	Ratio of Eligible 1st pref applcns to quota
Faculty of Arts & Humanities and Social Sciences																								
Religions & Theology^	29	29	1.0	335	1.3	23	14	0.5	21	36	1.7	345	1.7	21	24	1.1	21	21	1.0	335	1.5	14	12	0.6
History	38	119	3.1	450*	3.4	35	56	1.5	38	87	2.3	460*	2.4	36	54	1.4	38	74	1.9	440	2.1	36	50	1.3
Music#	20	39	2.0	**435*	1.9	21	20	1.0	20	38	1.9	380**	1.9	20	19	1.0	15	27	1.8	465**	1.7	16	17	1.1
Classics	15	18	1.2	410	3.6	5	15	1.0	15	16	1.1	385	3.2	5	8	0.5	15	17	1.1	435	3.4	5	10	0.7
Drama & Theatre Studies#*	16	96	6.0	**485*	6.4	15	42	2.6	16	89	5.6	470**	5.6	16	40	2.5	14	108	7.7	475**	7.7	14	44	3.1
Early & Modern Irish	15	10	0.7	345	1.1	9	4	0.3	15	4	0.3	335	0.6	7	3	0.2	15	5	0.3	330	1.7	3	2	0.1
English Studies^	40	160	4.0	500	4.2	38	86	2.2	34	130	3.8	510*	3.7	35	83	2.4	34	128	3.8	505*	3.8	34	106	3.1
Germanic Languages	8	4	0.5	450	2.0	2	2	0.3	8	11	1.4	385	1.8	6	11	1.4	8	6	0.8	340	2.0	3	3	0.4
Irish Studies (new course 2007)	20	14	0.7	325	0.7	19	8	0.4	20	8	0.4	375	0.9	9	1	0.1								
Clinical Speech & Language Studies*	34	109	3.2	510*	3.3	33	89	2.6	34	167	4.9	520*	4.6	36	125	3.7	34	142	4.2	530*	4.2	34	108	3.2
European Studies*^	45	101	2.2	495	2.1	47	74	1.6	37	133	3.6	535*	3.6	37	87	2.4	37	135	3.6	540*	3.6	37	99	2.7
Law*^	97	386	4.0	535	3.9	100	293	3.0	83	444	5.3	545*	5.3	83	349	4.2	83	382	4.6	535	4.4	86	306	3.7
Philosophy	17	32	1.9	430*	1.5	21	24	1.4	17	35	2.1	430*	2.2	16	20	1.2	17	27	1.6	400	1.7	16	15	0.9
Psychology*	32	268	8.4	535	8.4	32	184	5.8	32	272	8.5	545*	7.2	38	195	6.1	32	242	7.6	545*	7.6	32	169	5.3
Economic & Social Studies^	236	510	2.2	470*	2.1	241	411	1.7	216	543	2.5	480*	2.5	220	424	2.0	216	540	2.5	475*	2.5	219	446	2.1
Social Studies	30	194	6.5	485	6.7	29	81	2.7	30	248	8.3	490	7.1	35	127	4.2	30	248	8.3	480	8.3	30	134	4.5
Sociology & Social Policy	28	40	1.4	435	1.4	28	26	0.9	28	39	1.4	425	1.4	28	22	0.8	28	26	0.9	415*	0.9	29	17	0.6
Philosophy & Political Science	10	22	2.2	470	2.0	11	11	1.1	10	34	3.4	470	3.4	10	21	2.1	10	30	3.0	495	3.0	10	26	2.6
Philosophy, Political Science, Economics and Sociology (New in 2008)	25	118	4.7	505*	4.4	27	72	2.9																
Business Studies & French	15	52	3.5	510*	3.3	16	35	2.3	15	39	2.6	475*	2.6	15	22	1.5	15	37	2.5	495	3.4	11	23	1.5
Business Studies & German#	15	19	1.3	420*	1.3	15	14	0.9	15	14	0.9	430	0.9	16	11	0.7	20	23	1.2	425	1.3	18	17	0.9
Business Studies & Russian	7	17	2.4	410*	2.8	6	8	1.1	7	11	1.6	425	2.2	5	6	0.9	7	13	1.9	435	2.2	6	9	1.3
Business Studies & Polish (New in 2008)	5	8	1.6	415	4.0	2	5	1.0																
Business Studies & Spanish (New in 2008)	10	28	2.8	460	2.8	10	24	2.4																
History & Political Science*^	24	91	3.8	500	3.8	24	58	2.4	19	80	4.2	530*	3.5	23	62	3.3	19	76	4.0	500	4.0	19	55	2.9
Law & French	12	57	4.8	570*	4.8	12	45	3.8	12	77	6.4	580*	6.4	12	65	5.4	12	62	5.2	575*	6.9	9	55	4.6
Law & German	12	23	1.9	535	1.9	12	19	1.6	12	28	2.3	530	2.3	12	23	1.9	12	26	2.2	540	1.7	15	23	1.9
Music Education	10	27	2.7	**465*	2.5	11	18	1.8	10	24	2.4	440**	2.2	11	11	1.1	10	23	2.3	430**	2.3	10	12	1.2
TOTAL	**865**	**2591**	**3.0**		**3.1**	**844**	**1738**	**2.0**	**764**	**2607**	**3.4**		**3.5**	**752**	**1813**	**2.4**	**742**	**2418**	**3.3**		**3.4**	**706**	**1758**	**2.4**
Faculty of Engineering, Mathematics and Science																								
Computer Science	65	82	1.3	355	2.0	41	34	0.5	65	54	0.8	355	2.2	25	23	0.4	65	78	1.2	355	2.4	32	29	0.4
Engineering	175	274	1.6	445*	1.6	174	206	1.2	175	226	1.3	450*	1.3	168	159	0.9	175	217	1.2	440	1.2	175	158	0.9
Management Science & Information Systems Studies^	30	43	1.4	435	1.1	38	37	1.2	24	40	1.7	440	1.3	30	29	1.2	24	28	1.2	420	1.2	24	21	0.9
Engineering with Management	20	18	0.9	375	1.1	16	9	0.5	20	17	0.9	375	0.7	25	9	0.5	20	9	0.5	365	1.0	9	4	0.2
Human Genetics*^	15	16	1.1	455	1.1	15	13	0.9	13	24	1.8	475*	2.0	12	19	1.5	13	37	2.8	535*	2.8	13	29	2.2
Mathematics	30	45	1.5	450	1.4	32	38	1.3	30	38	1.3	395	1.3	29	31	1.0	30	39	1.3	400	1.3	29	27	0.9
Science^	340	334	1.0	415	1.0	330	241	0.7	300	330	1.1	415*	1.1	292	244	0.8	300	287	1.0	415*	0.9	314	209	0.7
Theoretical Physics	40	62	1.6	500	1.6	40	50	1.3	35	53	1.5	460	1.6	33	44	1.3	35	65	1.9	490*	1.8	37	46	1.3
Chemistry with Molecular Modeling^^^	5	1	0.2	410	1.0	1	0	0.0	5	2	0.4	420	1.0	2	2	0.4	5	3	0.6	405	3.0	1	1	0.2
Medicinal Chemistry^	28	20	0.7	440	0.7	27	16	0.6	25	11	0.4	415	0.5	24	6	0.2	25	15	0.6	470	0.7	23	13	0.5
Physics & Chemistry of Advanced Materials	20	8	0.4	385	1.3	6	6	0.3	20	8	0.4	370	1.6	5	4	0.2	20	17	0.9	355	1.1	16	14	0.7
TOTAL	**768**	**903**	**1.2**		**1.3**	**720**	**650**	**0.8**	**712**	**803**	**1.1**		**1.2**	**645**	**570**	**0.8**	**712**	**795**	**1.1**		**1.2**	**673**	**551**	**0.8**

 # Quota adjusted in 2007 as a result of the strategic planning process

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

*Minimum Points: * Random selection; not all students with this number of points were offered a place*

*Minimum Points: ** Random selection and interview*

Table A5: CAO first preference applications: quotas, points, number registered 2008, 2007, 2006

	2008								2007								2006							
Course	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 24.10.08	Total Eligible 1st Preference Application	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 19.10. 2007	Total Eligible 1st Preference Application	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered at 27.10. 2006	Total Eligible 1st Preference Applications	Ratio of Eligible 1st pref applcns to quota
Faculty of Health Sciences																								
Dental Science	32	166	5.2	550	4.7	35	85	2.7	32	153	4.8	555*	5.1	30	90	2.8	32	149	4.7	560*	4.4	34	92	2.9
Medicine^^	111	840	7.6	580	7.6	110	492	4.4	94	771	8.2	575*	8.1	95	458	4.9	74	741	10.0	580*	9.9	75	522	7.1
Occupational Therapy	40	122	3.1	495*	2.7	45	92	2.3	40	105	2.6	500*	2.6	40	81	2.0	40	104	2.6	510	2.5	42	83	2.1
Physiotherapy	40	140	3.5	510*	3.5	40	74	1.9	40	172	4.3	515*	4.6	37	83	2.1	40	242	6.1	550*	6.1	40	142	3.6
Radiation Therapy^	30	49	1.6	500*	1.6	31	37	1.2	25	44	1.8	505	1.8	25	36	1.4	25	42	1.7	500*	1.6	26	32	1.3
General Nursing	148	258	1.7	355	1.8	144	140	0.9	148	261	1.8	360*	1.8	147	123	0.8	148	285	1.9	360*	2.0	146	142	1.0
Intellectual Disability (formerly Mental Handicap)	40	82	2.1	290	2.5	33	19	0.5	40	47	1.2	305	1.1	42	21	0.5	40	40	1.0	320	1.0	40	23	0.6
Psychiatric Nursing	45	60	1.3	290	1.5	40	23	0.5	45	75	1.7	340	1.7	45	41	0.9	45	66	1.5	320	1.9	35	28	0.6
Integrated and Childrens General Nursing (new course 2006)	20	75	3.8	465*	3.8	20	48	2.4	20	104	5.2	485*	5.2	20	68	3.4	20	151	7.6	480	7.6	20	83	4.2
Midwifery	40	145	3.6	395*	3.6	40	75	1.9	40	146	3.7	400	3.7	39	70	1.8	40	208	5.2	390	5.2	40	95	2.4
Pharmacy^	80	260	3.3	545*	3.4	76	180	2.3	70	227	3.2	550*	3.3	68	163	2.3	70	295	4.2	555*	3.9	76	228	3.3
TOTAL	**626**	**2197**	**3.5**		**3.6**	**614**	**1265**	**2.0**	**594**	**2105**	**3.5**		**3.6**	**588**	**1234**	**2.1**	**574**	**2323**	**4.0**		**4.0**	**574**	**1470**	**2.6**
Multi-Faculty																								
Computer Science, Linguistics & French	10	3	0.3	430	3.0	1	1	0.1	10	4	0.4	425	1.3	3	2	0.2	10	7	0.7	445	1.0	7	6	0.6
Computer Science, Linguistics & German	10	0	0.0	445	0.0	1	0	0.0	10	2	0.2	475	2.0	1	1	0.1	10	4	0.4	445	1.3	3	3	0.3
Computer Science, Linguistics & Irish	5	0	0.0	-	0.0	0	0	0.0	5	1	0.2	-	-	0	0	0.0	5	1	0.2	-	-	0	0	0.0
Two Subject Moderatorship (quota increase of 10 in 2006, 7 in 2007 and 5 in 2008)	400	1036	2.6	n/a	2.7	389	783	2.0	395	1034	2.6	n/a	2.8	371	763	1.9	388	916	2.4	n/a	2.5	383	332	0.9
TOTAL	**425**	**1039**	**2.4**		**2.7**	**391**	**784**	**1.8**	**420**	**1041**	**2.5**		**2.8**	**375**	**766**	**1.8**	**413**	**928**	**2.2**		**2.5**	**373**	**341**	**0.8**
GRAND TOTAL	**2684**	**6730**	**2.5**		**2.6**	**2569**	**4437**	**1.7**	**2490**	**6556**	**2.6**		**2.8**	**2360**	**4383**	**1.8**	**2441**	**6464**	**2.6**		**2.8**	**2326**	**4120**	**1.7**

^^ 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 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 2008 as a result of the strategic planning process

 # Quota adjusted in 2007 as a result of the strategic planning process

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

*Minimum Points: * Random selection; not all students with this number of points were offered a place*

*Minimum Points: ** Random selection and interview*

Table A6: CAO first preference applications: quotas, points, number registered, Two-subject Moderatorship courses 2008, 2007, 2006

	2008								2007								2006							
Two Subject Moderatorship Course	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 24.10.08	Eligible 1st pref Apps	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum Points^	Ratio of 1st pref applcns to no. regd	Number registered at 19.10.07	Eligible 1st pref Apps	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applications	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 27.10.06	Eligible 1st pref Apps	Ratio of Eligible 1st pref applcns to quota
Ancient History & Archaeology	23	65	2.8	450*	2.5	26	45	2.0	23	73	3.2	370	3.5	21	45	2.0	23	61	2.7	345	2.8	22	34	0.7
Religions & Theology	24	56	2.3	380	3.1	18	37	1.5	24	48	2.0	425*	2.3	21	33	1.4	24	31	1.3	345	1.4	22	23	1.0
Classical Civilisation	29	74	2.6	455*	2.1	35	54	1.9	29	72	2.5	430	2.5	29	50	1.7	29	50	1.7	350	1.8	28	34	0.9
Drama Studies#*	24	75	3.1	475*	3.3	23	51	2.1	24	89	3.7	470*	3.9	23	56	2.3	22	80	3.6	480*	3.8	21	45	0.5
Early Irish	10	1	0.1	425	0.5	2	1	0.1	10	2	0.2	370	-	0	1	0.1	10	0	0.0	490*	-	0	0	-
Economics	43	87	2.0	450*	2.1	42	67	1.6	43	81	1.9	455*	1.7	47	64	1.5	43	71	1.7	430	1.6	45	53	0.8
English Literature*	85	352	4.1	520*	4.2	84	289	3.4	85	377	4.4	525*	4.4	85	297	3.5	85	366	4.3	505	4.4	84	273	0.3
Film Studies#*	30	95	3.2	400	2.7	35	58	1.9	30	105	3.5	430	3.5	30	66	2.2	24	116	4.8	445*	4.6	25	75	0.3
French	84	184	2.2	450	1.9	99	152	1.8	84	166	2.0	425	1.9	86	127	1.5	84	140	1.7	350*	1.7	81	105	0.8
Geography	35	89	2.5	410*	2.3	38	71	2.0	35	63	1.8	425*	2.1	30	50	1.4	35	46	1.3	430	1.6	28	34	1.0
German	32	32	1.0	410	1.5	22	28	0.9	32	44	1.4	425	2.1	21	33	1.0	32	34	1.1	390	1.5	22	27	1.2
Greek	-	4	-	-	-	0	1	0.0	-	5	-	460	1.3	4	3	-	-	7	-	350	0.8	9	5	-
History	40	194	4.9	515*	4.2	46	151	3.8	40	162	0.0	510*	3.9	42	123	3.1	40	153	3.8	500*	3.8	40	121	0.3
History of Art & Architecture#^	40	101	2.5	420*	2.3	43	76	1.9	33	95	2.9	475*	2.9	33	65	2.0	28	106	3.8	490*	3.7	29	79	0.4
Italian	30	39	1.3	410	1.4	27	29	1.0	30	68	2.3	450*	2.3	30	44	1.5	30	47	1.6	390	1.5	31	34	0.9
Near Eastern & Jewish Studies	10	8	0.8	425	2.0	4	4	0.4	10	8	0.8	410	2.0	4	2	0.2	10	1	0.1	480	1.0	1	1	10.0
Latin	10	15	1.5	420	2.1	7	6	0.6	10	8	0.8	370	1.0	8	7	0.7	10	10	1.0	370	1.3	8	7	1.4
Mathematics	15	5	0.3	505	0.3	18	33	2.2	15	30	2.0	490*	2.3	13	24	1.6	15	39	2.6	510*	2.4	16	28	0.5
Modern Irish	30	30	1.0	415	1.1	28	28	0.9	30	44	1.5	410	1.3	35	37	1.2	30	34	1.1	350	1.1	30	29	1.0
Music#	10	55	5.5	530	4.2	13	40	4.0	10	30	3.0	470	3.0	10	18	1.8	8	34	4.3	520	4.3	8	23	0.3
Philosophy	43	112	2.6	420*	2.7	42	78	1.8	43	137	3.2	465*	3.3	42	113	2.6	43	112	2.6	430	2.7	41	84	0.5
Psychology	17	146	8.6	550*	9.1	16	110	6.5	17	137	8.1	555*	6.9	20	115	6.8	17	100	5.9	545*	5.6	18	81	0.2
Russian	36	23	0.6	380	2.1	11	15	0.4	36	27	0.8	425	1.9	14	17	0.5	36	17	0.5	350*	1.4	12	7	5.1
Sociology	59	108	1.8	410*	1.8	60	84	1.4	59	100	1.7	430*	1.8	56	72	1.2	59	86	1.5	420	1.4	61	60	1.0
Spanish	41	77	1.9	425*	2.0	39	58	1.4	39	97	2.5	450*	2.6	38	64	1.6	39	89	2.3	400	2.0	44	66	0.6
TOTAL	**800**	**2027**	**2.5**		**2.6**	**778**	**1566**	**2.0**	**791**	**2068**	**2.6**		**2.8**	**742**	**1526**	**1.9**	**776**	**1830**	**2.4**		**2.5**	**726**	**1328**	**0.6**

^Quota adjusted in 2008 as a result of the strategic planning process.
 # Quota adjusted in 2007 as a result of the strategic planning process.
** Quota adjusted in 2006 as a result of the strategic planning process.*
Minimum Points:
^^ The points shown are the minimum for the subject but not for all combinations, see Table A12 on A23
** Random selection: not all students with this number of points were offered a place.*

Table A7: Total number of CAO applicants to universities, DIT, other ITs, Colleges of Education and private colleges (all preferences) 2008, 2007, 2006*

	2008	2007	2006
Universities			
Trinity College	15,748	16,207	16,731
NUI Cork	14,933	15,021	15,100
NUI Dublin	22,811	22,322	23,976
NUI Galway	14,327	14,167	13,940
NUI Maynooth	11,152	10,012	9,318
University of Limerick	13,838	13,769	13,728
Dublin City University	13,347	14,318	14,723
Total	**106,156**	**105,816**	**107,516**
Dublin Institute of Technology	16,144	16,515	17,567
Other Institutes of Technology (ITs)	47,665	46,490	44,683
National College of Art and Design	1,028	1,036	1,136
Colleges of Education	14,694	13,433	13,369
Private Colleges**	7697	8,953	8,299

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 2008 - 2004 (CAO round 1)

Course	2008	2007	2006	2005	2004
Faculty of Arts & Humanities and Social Sciences	%	%	%	%	%
Religions & Theology	53	63	55	48	69
History	56	72	57	38	49
Music	89	77	90	67	87
Classics	20	55	33	25	71
Drama & Theatre Studies	100	87	69	100	100
Early & Modern Irish	75	67	40	73	78
English Studies	67	70	60	54	44
Germanic Languages	50	50	80	100	100
Irish Studies (new course 2007)	87	90			
Clinical Speech & Language Studies	79	74	91	90	56
European Studies	88	76	77	84	70
Law	87	81	71	65	58
Philosophy	68	44	44	64	62
Psychology	67	89	81	94	54
Business, Economic & Social Studies	90	82	91	80	83
Social Studies	91	96	83	73	80
Sociology & Social Policy	71	67	81	96	72
Philosophy & Political Science	60	67	64	50	56
Philosophy, Political Science, Economics and Sociology	75				
Business Studies & French	100	87	80	86	88
Business Studies & German	94	85	73	71	86
Business Studies & Russian	86	87	100	100	100
Business Studies and Polish	67				
Business Studies and Russian	67				
History & Political Science	73	95	70	69	55
Law & French	78	78	61	75	73
Law & German	78	77	100	57	91
Music Education	100	100	83	90	100
Faculty of Engineering, Mathematics and Science	%	%	%	%	%
Computer Science	91	75	79	91	78
Engineering	86	86	90	90	84
Information & Communications Technology				Merged with Computer Science	100
Management Science & Information Systems Studies	97	91	81	85	89

Table A8: Percentage rate of acceptances to offers 2008 - 2004 (CAO round 1)

Course	2008	2007	2006	2005	2004
Engineering with Management	71	93	57	93	95
Human Genetics	74	56	75	75	50
Mathematics	67	57	72	52	59
Science	78	77	80	79	72
Theoretical Physics	93	76	89	83	92
Chemistry with Molecular Medicine	50	67	50	91	100
Medicinal Chemistry	59	60	59	56	71
Physics & Chemistry of Advanced Materials	83	67	94	93	93
Faculty of Health Sciences	**%**	**%**	**%**	**%**	**%**
Dental Science	58	64	68	69	62
Medicine	72	74	58	65	78
Occupational Therapy	83	79	88	74	81
Physiotherapy	77	69	87	90	78
Radiation Therapy	70	79	78	77	69
Pharmacy	78	78	93	80	58
General Nursing Adelaide	100	90	97	100	100
General Nursing Adelaide - Mature (Round 0)	100	100	87	100	67
General Nursing	82	87	84	78	78
General Nursing - Mature (Round 0)	91	87	81	98	86
Psychiatric Nursing	86	60	61	63	82
Psychiatric Nursing - Mature (Round 0)	95	100	85	91	80
Intellectual Disability Nursing (formerly Mental Handicap)	72	83	68	67	75
Intellectual Disability Nursing (formerly Mental Handicap) - Mature (Round 0)	100	93	90	84	70
Children's and General Integrated Nursing	89	83	69		
Children's and General Integrated Nursing – Mature (Round 0)	80	100	100		
Midwifery	62	65	65		
Midwifery- Mature (Round 0)	100	87	83		
Multi-Faculty	**%**	**%**	**%**	**%**	**%**
Computer Science, Linguistics & French	100	100	100	100	80
Computer Science, Linguistics & German	100	100	75	100	100
Computer Science, Linguistics & Irish	0	0	0	0	100
TSM	77	74	76	75	73

Table A9: Percentage rate of acceptances to offers, TSM courses 2008 – 2004 (CAO round 1)

Two Subject Moderatorship Course	**2008**	**2007**	**2006**	**2005**	**2004**
	%	%	%	%	%
Ancient History & Archaeology	71	74	71	58	65
Religions & Theology	52	61	61	69	81
Classical Civilisation	76	72	79	78	72
Drama Studies	89	91	95	87	76
Early Irish	100	0	0	0	100
Economics	75	77	81	79	86
English Literature	77	79	72	83	68
Film Studies	80	80	88	77	65
French	84	68	69	70	69
Geography	80	61	89	62	68
German	75	72	68	77	78
Greek	50	66	78	67	67
History	85	84	73	78	72
History of Art & Architecture	74	68	83	69	81
Italian	75	62	63	73	64
Near Eastern & Jewish Studies	25	60	100	0	0
Latin	75	90	66	25	67
Mathematics	82	67	85	85	76
Modern Irish	87	87	93	84	88
Music	92	83	100	75	82
Philosophy	64	74	69	63	77
Psychology	85	84	79	95	73
Russian	60	69	75	79	50
Sociology	80	74	92	79	86
Spanish	70	69	60	80	64

Table A10: Distribution of points within each course - undergraduate new entrants 2008

		Specials (matures, deferrals, internationals,etc)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
	Quota	*Sample point info >*	*1A1, 5A2 = 550 points*	*5A2,1B2 = 530 points*	*3A2,3B2 = 510 points*	*6B2 = 480 points*	*6B3 = 450 points*	*3B2,3C2 = 435 points*	*2B2,4C2 = 420 points*	*6C2 = 390 points*	
Faculty of Arts, Humanities and Social Sciences											
Classics	15	2			1		2				5
Clinical Speech & Language Studies	34	7	9	11	6						33
Drama & Theatre Studies	16	6	2	2	4	1					15
Early & Modern Irish	15						1		2	6	9
English Studies	40	10	10	3	15						38
European Studies	45	8	15	10	11	3					47
Germanic Languages	8	1					1				2
History	38	8	3	1	4	7	12				35
Irish Studies	20	5				1	2	3	2	6	19
Music (excl. TSM)	20	5		1	3	3	6	3			21
Music Education	10	3			2	3	3				11
Religions & Theology	29	6	1		2	1		3	2	8	23
Business, Econ & Social Studies	236	21	28	36	46	108	2				241
Law	97	13	55	32							100
Philosophy	17	7	2			3	8	1			21
Psychology	32	12	10	10							32
Social Studies	30	17		3	6	3					29
Sociology & Social Policy	28	9			1	3	4	11			28
Philosophy, Political Science, Economics & Sociology	25	6	4	8	9						27
Business Studies & French	15		5	7	4						16
Business Studies & German	15	2	1			1	8	1	2		15
Business Studies & Russian	7	3						1	2		6
Business Studies & Spanish	10		2		3	1	4				10
Business Studies & Polish	5							1	1		2
History & Political Science	24	7	2	4	11						24
Law & French	12	1	11								12
Law & German	12		9	3							12
Philosophy & Political Science	10	3	1	1	1	4	1				11
Faculty of Engineering, Mathematics and Science											
Computer Science	65	6	2	1	1	4	7	4	11	5	41
Engineering	175	7	21	27	34	44	35	6			174
Engineering with Management	20	4					1	5	3	3	16
Management Science and Information Systems Studies	30	4	2	7	4	6	10	5			38
Human Genetics	15	2	2	2	3	6					15
Mathematics	30	4	8	4	4	5	7				32
Natural Sciences	340	31	21	23	47	60	52	66	30		330
Theoretical Physics	40	1	25	6	8						40
Chemistry with Molecular Modelling	5								1		1
Medicinal Chemistry	28	1	2	5	4	6	5	4			27
Physics and Chemistry of Advanced Materials	20	1				2	1		1	1	6

Table A10: Distribution of points within each course - undergraduate new entrants 2008

		Specials (matures, deferrals, Internationals,etc)	550 points and above	525-549 points	500-524 points	475-499 points	450-474 points	425-449 points	400-424 points	< 400	TOTALS
Faculty of Health Sciences											
Dental Science	32	10	25								35
Medicine	111	15	95								110
Occupational Therapy	40	9	4	6	21	5					45
Pharmacy	80	14	56	6							76
Physiotherapy	40	12	8	11	9						40
Radiation Therapy	30	3	7	10	11						31
General Nursing	148	29		2		1	5	23	28	56	144
Intellectual Disability Nursing	40	13						1	1	18	33
Psychiatric Nursing	45	16					2	1	1	20	40
Children's & General Integrated Nursing	20	5		2	2	6	5				20
Midwifery	40	19				3	4	7	7		40
Multi-Faculty											
Computer Science, Linguistics & French	10							1			1
Computer Science, Linguistics & German	10							1			1
Computer Science, Linguistics & Irish	5										
Two subject Moderatorship	400	59	85	53	38	54	52	30	15	3	389
TOTAL	**2684**	**427**	**533**	**297**	**315**	**344**	**240**	**178**	**109**	**126**	**2569**
								Total excluding specials:			**2142**
Percentage of students who accepted a place and points level 2008			24.9%	13.9%	14.7%	16.1%	11.2%	8.3%	5.1%	5.9%	100%
Cumulative percentages excluding specials 2008			24.3%	37.8%	52.2%	68.1%	80.3%	88.9%	96.2%	100.0%	
			% of students who have accepted a place and have 550 points and above	*% of students who have accepted a place and have 525 points and above*	*% of students who have accepted a place and have 500 points and above*	*% of students who have accepted a place and have 475 points and above*	*% of students who have accepted a place and have 450 points and above*	*% of students who have accepted a place and have 425 points and above*	*% of students who have accepted a place and have 400 points and above*		
Cumulative percentages excluding specials 2007			27.1%	40.1%	54.1%	69.9%	82.8%	90.3%	93.3%	100%	
Cumulative percentages excluding specials 2006			24.9%	37.2%	51.3%	68.3%	80.0%	90.0%	94.1%	100%	
Cumulative percentages excluding specials 2005			23.0%	34.4%	49.3%	66.1%	81.3%	86.4%	91.0%	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 2008

		Specials (matures, deferrals, internationals,etc)	**550 points and above**	**525-549 points**	**500-524 points**	**475-499 points**	**450-474 points**	**425-449 points**	**400-424 points**	**< 400**	**TOTALS**
	Quota	*Sample point info >*	*1A1, 5A2 = 550 points*	*5A2,1B2 = 530 points*	*3A2,3B2 = 510 points*	*6B2 = 480 points*	*6B3 = 450 points*	*3B2,3C2= 435 points*	*2B2,4C2 = 420 points*	*6C2 = 390 points*	
Ancient History & Archaeology	**23**	9		2	3	7	5				**26**
Classical Civilisation	**29**	9	4	3	3	7	9				**35**
Drama Studies	**24**	4	6	4	1	8					**23**
Early Irish	**10**	1						1			**2**
Economics	**43**	5	18	2	5	8	4				**42**
English Literature	**85**	17	40	21	6						**84**
Film Studies	**30**	5	4	4	2	6	6	3	5		**35**
French	**84**	2	25	16	14	21	21				**99**
Geography	**35**	9	1	4	5	2	9	5	3		**38**
German	**32**		6	3	3	2	3	3	2		**22**
Greek											**0**
History	**40**	11	18	11	6						**46**
History of Art & Architecture	**40**	7	2	4	8	6	8	6	2		**43**
Italian	**30**	5		2	4	6	5	3	2		**27**
Latin	**10**	3			1	2			1		**7**
Mathematics	**15**	1	9	6	2						**18**
Modern Irish	**30**	2	3	6	1	6	4	3	3		**28**
Music	**10**	1	6	6							**13**
Near Eastern & Jewish Studies	**10**	2					1	1			**4**
Philosophy	**43**	8	6	2	4	8	7	6	1		**42**
Psychology	**17**	2	14								**16**
Religions & Theology	**24**	8	1			2	3	3	1		**18**
Russian	**36**	2	1	1	1	1	1	1	2	1	**11**
Sociology	**59**	10	1	5	4	6	14	15	5		**60**
Spanish	**41**	5	6	2	3	10	6	7			**39**
Totals	**800**	**128**	**171**	**104**	**76**	**108**	**106**	**57**	**27**	**1**	**778**
									Total excluding specials:		**650**
Percentage of students who accepted a place and points level 2008			26.3%	16.0%	11.7%	16.6%	16.3%	8.8%	4.2%	0.2%	100%
Cumulative percentages excluding specials 2008			**26.3%**	**42.3%**	**54.0%**	**70.6%**	**86.9%**	**95.7%**	**99.8%**	**100%**	
			% of students who have accepted a place and have 550 points and above	*% of students who have accepted a place and have 525 points and above*	*% of students who have accepted a place and have 500 points and above*	*% of students who have accepted a place and have 475 points and above*	*% of students who have accepted a place and have 450 points and above*	*% of students who have accepted a place and have 425 points and above*	*% of students who have accepted a place and have 400 points and above*		
Cumulative percentages excluding specials 2007			26.9%	43.9%	56.6%	71.6%	88.4%	99.3%	99.7%	100.0%	
Cumulative percentages excluding specials 2006			**17.50%**	**29.9**	**49.8**	**62**	**80.5**	**91.4**	**96.4**	**100**	
Cumulative percentages excluding specials 2005			**18.1%**	**32.7%**	**54.3%**	**71.2%**	**87.9%**	**94.3%**	**97.7%**	**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 (TR001): 2008 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	-	450*	-	-	-	-	520*	450*	-	-	-	465	515*	450*	450*	-	450*	450*	-	-	-	-	450*	-	450*
BT	450*	-	455*	-	425	-	520*	450	400	-	410	465	515*	420*	-	415	-	420	-	-	420*	550*	380	410*	425*
CC	-	455*	-	475*	-	-	520*	455*	-	-	-	465	515*	455*	455*	455*	455*	455*	-	-	455*	-	455*	-	455*
DR* **	-	-	475*	-	-	-	520*	475*	475*	-	475*	475*	-	475*	-	475*	475*	475*	-	530	-	-	475*	475*	475*
EI	-	425	-	-	-	-	-	-	-	-	-	-	515*	425	425	-	-	425	-	-	-	-	-	-	-
EC	-	-	-	-	-	-	-	-	-	460*	450*	-	515*	-	-	-	-	-	505	-	460*	550*	460*	460*	460*
EN	520*	520*	520*	520*	-	-	-	520*	520*	-	520*	520*	520*	520*	520*	520*	520*	520*	520*	530	520*	550*	520*	520*	520*
FR	450*	450	455*	475*	-	-	520*	-	450	-	450	-	515*	450	450	450	450	450	505	530	450	550*	450	450	450
FS	-	400	-	475*	-	-	520*	450	-	-	410	-	-	-	425	415	410	-	-	530	-	-	400	-	425*
GG	-	-	-	-	-	460*	-	-	-	-	-	-	515*	-	-	-	-	-	505	-	420*	550*	-	410*	-
GE	-	410	-	475*	-	450*	520*	450	410	-	-	-	515*	420*	425	415	410	-	505	-	420*	-	410	410*	425*
GK	465	465	465	475*	-	-	520*	-	-	-	-	-	515*	-	465	-	465	-	-	-	465	-	465	-	465
HS	515*	515*	515*	-	515*	515*	520*	515*	-	515*	515*	515*	-	515*	515*	515*	515*	515*	-	530	515*	-	515*	515*	515*
AR	450*	420*	455*	475*	425	-	520*	450	-	-	420*	-	515*	-	425	-	420*	420*	-	530	420*	-	-	420*	425*
JS	450*	-	455*	-	425	-	520*	450	425	-	425	465	515*	425	-	425	-	425	-	-	425	550*	425	425	425*
MI	-	415	455*	475*	-	-	520*	450	415	-	415	-	515*	-	425	-	415	420	-	530	420*	-	415	415	425*
IT	450*	-	455*	475*	-	-	520*	450	410	-	410	465	515*	420*	-	415	-	420	-	-	420*	550*	410	410*	425*
LT	450*	420	455*	475*	425	-	520*	450	-	-	-	-	515*	420*	425	420	420	-	-	-	420*	-	420	-	425*
MT	-	-	-	-	-	505	520*	505	-	505	505	-	-	-	-	-	-	-	-	530	505	550*	-	-	-
MU**	-	-	-	530	-	-	530	530	530	-	-	-	530	530	-	530	-	-	530	-	530	550*	-	-	-
PH	-	420*	455*	-	-	460*	520*	450	-	420*	420*	465	515*	420*	425	420*	420*	420*	505	530	-	550*	420*	420*	-
PS	-	550*	-	-	-	550*	550*	550*	-	550*	-	-	-	-	550*	-	550*	-	550*	550*	550*	-	-	550*	-
RU	450*	380	455*	475*	-	460*	520*	450	400	-	410	465	515*	-	425	415	410	420	-	-	420*	-	-	-	425*
SC	-	410*	-	475*	-	460*	520*	450	-	410*	410*	-	515*	420*	425	415	410*	-	-	-	420*	550*	-	-	425*
SP	450*	425*	455*	475*	-	460*	520*	450	425*	-	425*	465	515*	425*	425*	425*	425*	425*	-	-	-	-	425*	425*	-

* 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: Religions and theology
CC: Classical civilisation
DR: Drama studies
EI: Early Irish
EC: Economics
EN: English Literature
FS: Film studies
FR: French
GG: Geography
GE: German
GK: Greek
HS: History
AR: History of art and architecture
IT: Italian
JS: Near eastern and Jewish studies
LT: Latin
MT: Mathematics
MI: Modern Irish
MU: Music
PH: Philosophy
PS: Psychology
RU: Russian
SC: Sociology
SP: Spanish

Table A13: Repeated survey of undergraduate new entrants 2008, 2007, 2006

Why did you choose Trinity College?*	2008	2007	2006
Reputation for Quality in Teaching	63%	63%	63%
Reputation for Quality in Research	27%	27%	26%
International Reputation	44%	43%	43%
College Life and Societies	27%	26%	27%
Location	38%	39%	38%
Recommended by School	10%	11%	10%
Employment Prospects	51%	49%	45%

*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 2007/08 was 15,716. The geographical distribution of the student body is detailed in Table B1 below.

Table B1: Geographical distribution of the student body 2007/08

	Number of Students	% Distribution 2007/08	% Distribution 2006/07
Ireland:			
Republic of Ireland:	13,283	84.51	84.34
Northern Ireland:	416	2.65	2.96
Europe (EU):	1,035	6.59	6.78
Europe (Non EU):	65	0.41	0.45
Africa:	68	0.43	0.45
Asia:	295	1.88	1.94
Australasia:	7	0.04	0.05
North & Central America:	543	3.46	3.00
South America:	4	0.03	0.03
TOTAL:	**15,716**	**100%**	**100%**

Comparative figures for the years 2007/08 - 2002/03 are detailed in Table B2 below.

Table B2: Student numbers 2007/08 - 2002/03

	2007/08	2006/07	2005/06	2004/05	2003/04	2002/03
UNDERGRADUATE						
Full-time undergraduate degree	9,763	9,719	9,649	9,538	9,461	9,234
Full-time undergraduate diploma/ certificate/occasional	510	474	507	569	770	966
Part-time undergraduate degree/diploma/ certificate/occasional	407	496	635	859	990	1,118
Total undergraduate	**10,680**	**10,689**	**10,791**	**10,966**	**11,221**	**11,318**
POSTGRADUATE						
Full-time postgraduate degree	2,402	2,342	2,267	2,164	1,998	1,885
Full-time postgraduate diploma/ certificate/occasional	477	482	437	457	511	517
Part-time postgraduate degree/diploma/ certificate/occasional	2,157	1,979	1,827	1,677	1,698	1,791
Total postgraduate	**5,036**	**4,803**	**4,531**	**4,298**	**4,207**	**4,193**
TOTAL undergraduate + postgraduate (including SOCRATES)	**15,716**	**15,492**	**15,322**	**15,264**	**15,428**	**15,511**
Number of SOCRATES students	263	274	310	305	320	310
Total (excluding SOCRATES)	**15,453**	**15,213**	**15,012**	**14,959**	**15,108**	**15,201**

APPENDIX C – ACADEMIC STAFF

Table C1: Appointments by Faculty 2007/08

	Permanent Lecturers		Contract of Indefinite Duration		Contract Lecturers		Temporary Lecturers*		Lecturers/ Registrars		Professorial		TOTAL	
Gender	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
ARTS, HUMANITIES & SOCIAL SCIENCES	13	5	0	3	2	2	7	12			1		23	22
ENGINEERING, MATHEMATICS & SCIENCE	8	2	0	0	2	1	10	4	0	0	6		26	7
HEALTH SCIENCES	6	3	0	0	8	5	2	8	4	2	1	3	21	21
TOTAL	**27**	**10**	**0**	**3**	**12**	**8**	**19**	**24**	**4**	**2**	**8**	**3**	**70**	**50**

Table C2: Appointments by qualification 2007/08

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	42	3	2	1	**48**
Contract of Indefinite Duration	2	1			**3**
5-Year Contract	4	1	1		**6**
4-year Contract					**0**
3-Year Contract	6	3	4		**13**
2-Year Contract		1			**1**
Temporary*	20	13	6	4	**43**
Lecturer / Registrar			6		**6**
Total 2007/08	***74***	***22***	***19***	***5***	***120***
% of total	62%	18%	16%	4%	100%
Total 2006/07	54 (56%)	20 (21%)	16 (17%)	6 (6%)	96 (100%)

*Temporary appointments range in duration from three 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, 2007/2008

	Male	% Male	Female	% Female	**Total**	**%**
Permanent	27	22.5%	10	8.3%	37	30.8%
Contract of Indefinite Duration	0	0.0%	3	2.5%	3	2.5%
Fixed-term Contract	12	10.0%	8	6.7%	20	16.7%
Temporary	19	15.8%	24	20.0%	43	35.8%
Lecturer / Registrar	4	3.3%	2	1.7%	6	5.0%
Professorial	8	6.7%	3	2.5%	11	9.2%
Total 2007/08	**70**	**58.3%**	**50**	**41.7%**	**120**	**100%**
Total 2006/07	54	56.2%	42	43.8%	96	100%

STAFF/STUDENT RATIOS 2007/2008

Table C4(a)

SUMMARY OF ANALYSIS

FACULTY 2007/08	STAFF FTE	STUDENT FTE				Ratios 2007/08	FACULTY 2006/07	Ratios 2006/07
		Undergraduate	Postgraduate Taught	Postgraduate Research*	Total			
Arts, Humanities & Social Sciences	337.06	4579.56	1188.61	652.76	6420.93	**19**	Social & Human Sciences	23
							Arts & Humanities	16
Health Sciences	226.44	2568.49	574.63	318.40	3461.52	**15**	Health Sciences	16
Engineering, Mathematics and Science	279.66	2619.68	495.34	705.50	3820.52	**14**	Science	14
							Engineering & Systems Sciences	14
COLLEGE	**843.16**	**9767.73**	**2258.58**	**1676.66**	**13702.97**	**16**		17

** The calculation of staff/student ratios in 2007/08 does not include those postgraduate research students made live on College systems for thesis examination only*

STAFF/STUDENT RATIOS
2007/08 - 1991/92

Table C4(b)

	BESS	Arts (Humanities)	Engineering	Science	Arts (Letters)	Health Sciences	TCD
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
2005-06	16	21	14	16	15	17
2006-07	16	23	14	16	14	17

	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	TCD
2007-08	19	14	15	16
Staff FTE 2007-08	337	280	226	843
Student FTE 2007-08	6421	3821	3462	13703

** 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*

STAFF/STUDENT RATIOS 2007/2008

Table C4(c)

Faculty of Health Sciences

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	RATIOS 2005/06	RATIOS 2006/07	SCHOOLS & DEPARTMENTS							STAFF FTE	STUDENT FTE				RATIOS 2007/08
						Professors FTE	*Associate Professors FTE*	*Senior Lecturers FTE*	*Lecturers FTE*	*Part-time Lecturers FTE*	*Demonstrators FTE*		Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
8	8	9	9	9	**School of Dental Science**	4.00	1.00	14.00	6.00	4.70	0.00	29.70	234.03	0.00	41.00	275.03	9
					School of Medicine												
17	13	16	24	11	Surgery	2.00	0.00	3.00	4.00	0.13	0.00	9.13	117.34	0.00	10.00	127.34	14
15	17	17	21	22	Psychiatry	2.00	0.00	2.00	1.00	2.37	0.00	7.37	58.80	26.83	13.50	99.13	14
21	16	18	21	16	Clinical Medicine	2.00	0.00	5.00	7.00	0.99	0.09	15.08	174.33	58.68	85.00	318.01	21
16	20	16	18	15	Anatomy	0.00	0.00	0.00	4.00	0.12	3.00	7.12	108.33	5.55	4.00	117.88	17
16	14	14	15	14	Physiology	2.00	1.00	2.00	5.00	0.26	0.00	10.26	166.20	23.59	28.00	217.79	21
8	9	14	15	19	Division of Laboratory Medicine	2.00	2.00	1.00	5.50	1.04	0.00	11.54	53.48	74.96	24.00	152.44	13
8	9	13	14	18	Pharmacology & Therapeutics	2.00	0.00	1.00	2.00	0.25	0.00	5.25	59.53	13.56	9.00	82.09	16
13	16	13	13	14	Occupational Therapy	0.00	0.00	1.00	9.16	0.06	0.00	10.22	133.57	4.04	4.00	141.61	14
11	10	11	11	12	Physiotherapy	0.00	0.00	3.00	7.50	0.40	0.08	10.98	91.65	8.47	5.00	105.12	10
5	6	7	10	9	Radiation Therapy	0.00	0.00	1.00	9.00	0.23	0.00	10.23	67.89	0.00	6.50	74.39	7
8	13	7	7	8	Obstetrics & Gynaecology	1.00	1.00	0.00	0.25	1.75	0.00	4.00	29.14	5.15	5.00	39.29	10
7	5	13	7	29	Public Health and Primary Care	1.00	1.00	3.00	0.00	0.47	0.00	5.47	44.28	66.70	7.40	118.38	22
7	6	13	5	7	Paediatrics	1.00	0.00	1.00	2.00	0.45	0.00	4.45	31.21	0.00	1.00	32.21	7
		13	*15*	*15*	*Total*	*15.00*	*5.00*	*23.00*	*56.41*	*8.52*	*3.17*	*111.1*	*1135.75*	*287.53*	*202.4*	*1625.68*	*15*
27	25	24	21	18	**School of Nursing & Midwifer**	1.00	4.00	4.00	55.00	3.11	0.00	67.11	988.10	212.97	32.00	1233.07	18
n/a	19	17	17	16	**School of Pharmacy and Pharmaceutical Sciences**	1.00	1.00	4.00	10.50	0.28	1.75	18.53	210.61	74.13	43.00	327.74	18
		16	*17*	*16*	**FACULTY**	**21.00**	**11.00**	**45.00**	**127.91**	**16.61**	**4.92**	**226.44**	**2568.49**	**574.63**	**318.40**	**3461.52**	**15**

Staff figures include:

Clinical Med	Includes one Lecturer in AMiNCH, funded by School of Medicine fee income account, and one Lecturer on 3-year contract replacing vacancy occurring in Associate Professor post.
Obstetrics & Gynaecology	0.25 Lecturer/Registrar charged in from AMiNCH
Physiology	Includes one Senior Lecturer in Neuroscience funded from HEA Expert Skills Programme & one Lecturer in Neuroscience, funded from HEA Expert Skills programme
Psychiatry	Includes 0.5 FTE joint with St. Patrick's Hospital and 0.5 FTE joint with, and fully funded by, the CMH
Public Health & Primary Care	Includes 0.5 Senior Lecturer in Public Health, invoiced in from the HSE. Excludes 0.5 Senior Lecturer funded from self-financing activity
	Excludes 1 Professor, 1 Senior Lecturer and 3 Lecturer/Co-Ordinators for Global Health and Health Services Management. FTE of part-time staff in Global Health and HSM = 0.24 + 1.23 FTE respectively
Surgery	Includes one Lecturer in AMiNCH funded by School of Medicine account
Clinical Microbiology	Includes one Lecturer funded by School of Medicine account and one Lecturer funded from Diagnostic Service income
Nursing & Midwifery	Excludes Lecturers currently absent on Career Breaks.
	Includes 6 Clinical Nurse Tutors calculated at an FTE of 0.75 each on basis of working 9/12ths annually
	Includes 0.5 Lecturer invoiced in from Central Mental Hospital
Pharmacy and Pharmaceutical Sciences	Includes Dr Sheridan as 0.5 FTE

STAFF/STUDENT RATIOS 2007/2008

Faculty of Arts, Humanities and Social Sciences

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	RATIOS 2005/06	RATIOS 2006/07	SCHOOLS & DEPARTMENTS							STAFF FTE	STUDENT FTE				RATIOS 2007/08
						Professors FTE	*Associate Professors FTE*	*Senior Lecturers FTE*	*Lecturers FTE*	*Part-time Lecturers FTE*	*Demonstrators FTE*	*Total*	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
					School of Histories and Humanities												
21 21	21 23	22 20	19	20	History (formerly Medieval History and Modern History as separate departments)	5.00	4.50	4.00	6.25	0.76	0.00	20.51	357.89	24.07	61.00	442.96	22
18	22	18	18	18	Classics	2.00	1.00	2.00	3.00	0.26	0.00	8.26	121.27	0.24	17.00	138.51	17
20	13	15	14	14	History of Art	1.00	0.00	1.00	5.00	0.54	0.00	7.54	78.52	10.06	23.00	111.58	15
10	14	14	13	9	Centre for Gender and Womens Studies	0.00	0.00	1.00	0.00	0.83	0.00	1.83	0.00	9.73	9.00	18.73	10
		19	*17*	*18*	*Total*	*8.00*	*5.50*	*8.00*	*14.25*	*2.39*	*0.00*	*38.14*	*557.68*	*44.10*	*110.00*	*711.78*	*19*
					School of Linguistic, Speech and Communication Sciences												
12	12	14	15	16	Clinical Speech & Language Studies	0.00	0.00	3.00	3.50	0.96	0.00	7.46	97.26	17.00	6.00	120.26	16
9	12	11	9	8	Language and Communication Studies	0.00	4.00	2.00	8.00	1.72	0.18	15.90	77.25	41.01	30.00	148.26	9
		12	*11*	*10*	*Total*	*0.00*	*4.00*	*5.00*	*11.50*	*2.68*	*0.18*	*23.36*	*174.51*	*58.01*	*36.00*	*268.52*	*12*
					School of Drama, Film and Music												
13	14	13	16	16	Drama and Theatre Studies	0.00	3.00	1.00	7.00	2.42	0.00	13.42	182.98	16.00	25.00	*223.98*	17
12	13	16	13	14	Music	0.00	0.00	1.00	6.00	0.10	0.00	7.10	67.72	5.90	15.00	*88.62*	13
			15	15	*Total*	*0.00*	*3.00*	*2.00*	*13.00*	*2.52*	*0.00*	*20.52*	*250.70*	*21.90*	*40.00*	*312.60*	*15*
21	22	23	22	20	**School of English**	2.00	3.00	6.50	9.00	4.92	0.00	25.42	349.51	75.83	47.00	*472.34*	19
					School of Languages, Literature and Cultural Studies												
10	11	13	11	14	Germanic Studies	1.00	2.00	2.00	1.00	1.25	1.20	8.45	91.85	5.31	9.00	*106.16*	13
11	14	15	20	19	Hispanic Studies	0.00	1.00	1.00	3.00	0.21	0.60	5.81	82.08	6.47	9.00	*97.55*	17
12	15	17	18	19	Irish & Celtic Languages	1.00	0.00	0.00	4.00	0.66	0.00	5.66	70.85	3.11	4.00	*77.96*	14
11	10	13	13	14	Italian	0.00	1.00	1.00	1.00	0.34	0.60	3.94	37.20	3.59	5.00	*45.79*	12
5	5	5	7	7	Russian & Slavonic Studies	0.00	0.00	1.00	3.75	1.10	1.20	7.05	36.17	3.79	5.00	*44.96*	6
13	14	14	17	17	French	2.00	0.00	2.00	6.00	0.36	1.80	12.16	178.22	6.85	9.00	*194.07*	16
			14	15	*Total*	*4.00*	*4.00*	*7.00*	*18.75*	*3.92*	*5.40*	*43.07*	*496.37*	*29.12*	*41.00*	*566.49*	*13*
					School of Religions, Theology and Ecumenics												
14	13	17	17	20	Religions & Theology	1.00	1.00	0.00	5.00	1.10	0.00	8.10	111.28	0.00	13.00	124.28	15
8	10	10	15	13	Irish School of Ecumenics	1.00	0.00	0.70	5.20	0.82	0.00	7.72	0.00	91.00	39.33	130.33	17
			16	*16*	*Total*	*2.00*	*1.00*	*0.70*	*10.20*	*1.92*	*0.00*	*15.82*	*111.28*	*91.00*	*52.33*	*254.61*	*16*
28	32	26	26	23	**School of Business Studies**	3.00	2.00	6.00	8.10	9.33	0.00	28.43	412.93	117.72	42.50	573.15	20
14	14	14	13	15	**School of Psychology**	3.00	4.00	5.00	10.00	2.16	0.89	25.05	174.90	182.53	48.50	405.93	16
					School of Social Sciences and Philosophy												
30	33	32	26	22	Sociology	1.00	0.00	6.00	4.50	1.22	0.00	12.72	228.23	12.29	25.00	265.52	21
27	26	29	22	22	Political Science	3.00	0.00	1.00	6.00	1.14	0.01	11.15	211.11	0.00	22.00	233.11	21
26	24	25	21	24	Economics	5.00	1.00	2.00	10.00	1.83	0.00	19.83	423.96	19.00	30.10	473.06	24
19	20	22	18	22	Philosophy	0.00	1.00	3.00	3.50	1.01	0.00	8.51	163.24	6.00	19.33	188.57	22
		27	22	23	*Total*	*9.00*	*2.00*	*12.00*	*24.00*	*5.20*	*0.01*	*52.21*	*1026.54*	*37.29*	*96.43*	*1160.26*	*22*
11	11	11	11	12	**School of Social Work and Social Poli**	1.00	0.00	4.00	10.50	6.59	0.00	22.09	178.45	92.55	36.00	307.00	14
39	40	39	34	39	**School of Education**	0.00	1.00	4.00	12.00	4.09	0.00	21.09	403.37	388.07	61.00	852.44	40
31	30	30	23	28	**School of Law**	1.00	3.00	3.00	12.00	2.86	0.00	21.86	443.32	50.49	42.00	535.81	25
					FACULTY	**33.00**	**32.50**	**63.20**	**153.30**	**48.58**	**6.48**	**337.06**	**4579.56**	**1188.61**	**652.76**	**6420.93**	**19**

Staff figures include:

Classics:	Includes Walsh Family Lectureship. Includes one post funded by Leventis Foundation
History of Art:	Includes one Broad Curriculum Lecturer and two Lecturers for the Centre for Research in Irish Art History
History:	Includes one Broad Curriculum Lecturer and one Lecturer funded from self-financing MPhil programme in Modern Irish History. Also includes 0.25 Lecturer joint with European Studies and Russian. Includes 0.5 Senior Lecturer joint with English funded from SIF monies. Includes Chair of Contemporary Irish History
G&WS	Includes post funded at Senior Lecturer level by AP.
CLCS	Inludes Dr. Jeffrey Kallen, transferred from CSLS, and one Senior Lecturer transferred from ITE Includes 2 Lecturers and 1 Full-time Tutor for self-financing programme in Deaf Studies and 2 Lecturers transferred from the ITE.
Drama	Chair funded from a benefaction and one Broad Curriculum Lecturer, funded from a benefaction, and one Temporary Lecturer in lieu of vacancy in the Chair of Drama
English	Includes 0.5 Senior Lecturer joint with History funded from SIF monies. Includes one Temporary Lecturer in lieu of vacant Chair
Italian	Includes 1 FTE for Italian Government funded Lettrice di Ruolo
Russian	Includes 1 FTE for Thomas Brown Lectureship
Religions & Theology	Lecturers figure includes member of staff transferred from St. Catherine's College.
Ecumenics	Includes two Lecturers based in Belfast, invoiced in from ISE Trust, and one Lecturer whose working hours have been reduced, by request, to 50% time for a period of five years. Excludes 3.5 Belfast-based Lecturers funded in full by ISE Trust
Business Studies	Professors - Includes Chair of International Business and Chair in International Business & Development. Includes one Senior Lecturer for self-financing course joint with IMI Includes 0.6 FTE for Director MBA Programme, 0.5 FTE for Director of Master's programme in International Business, one Lecturer for the self-financing BIT Programme and one Broad Curriculum Lecturer funded from a Benefaction.
Psychology	Includes Chair of Childhood Research, held in Children's Research Centre and funded from a benefaction Includes 2 Senior Lecturers funded from self-financing courses. Includes 7 Lecturers funded from self-financing courses
Economics	Includes 2 FTE Lecturers in respect of Teaching Assistants. Includes two Lecturers funded from benefaction and one Lecturer funded from self-financing M.Sc. programme. Excludes Lecturers paid from self-financing activity accounts.
Political Science	Includes one Broad Curriculum Lecturer, funded from a Benefaction in 2006/07
Philosophy:	Includes one Broad Curriculum Lecturer funded from a Benefaction. Includes one Part-time Lecturers = 0.5 FTE in lieu of vacant Chair
Sociology	Includes Dr. Ronit Lentin as 1 FTE (not now included in Part-time conversions to FTE). Includes one Lecturer replacing Dr. Evelyn Mahon following transfer to School of Social Work & Social Policy. Includes 0.5 FTE Lecturer in Globalisation joint with Geography, funded from Broad Curriculum benefaction.
Education	Lecturers FTE includes one Lecturer transferred from AVMS
Law	Includes one Broad Curriculum Lecturer, funded from a Benefaction. Excludes four Lecturers funded from Departmental self-financing activity. Excludes DAAD-sponsored Fachlektor and MOPS Lecturer, both included in part-time FTE

Faculty of Engineering, Mathematics and Science

RATIOS 2002/03	RATIOS 2003/04	RATIOS 2004/05	RATIOS 2005/06	RATIOS 2006/07	SCHOOLS & DEPARTMENTS							STAFF FTE	STUDENT FTE				RATIOS 2007-08
						Professors FTE	*Associate Professors FTE*	*Senior Lecturers FTE*	*Lecturers FTE*	*Part-time Lecturers FTE*	*Demonstrators FTE*		Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
					School of Computer Science and Statistics												
13	13	17	16	16	Statistics	1.00	2.00	3.00	3.50	0.17	0.39	10.06	106.81	61.10	10.00	177.91	18
19	17	16	13	12	Computer Science	2.80	1.00	11.00	32.70	6.81	2.56	56.87	335.02	206.61	134.00	675.63	12
		16	*13*	*12*	*Total*	*3.80*	*3.00*	*14.00*	*36.20*	*6.98*	*2.95*	*66.93*	*441.83*	*267.71*	*144.00*	*853.54*	13
					School of Engineering												
21	20	21	17	23	Civil, Structural and Environmental Engineering	2.00	1.00	7.00	7.00	2.06	0.42	19.48	234.75	140.89	34.00	409.64	21
13	14	18	17	16	Mechanical & Manufacturing Engineering	2.00	5.00	1.00	8.00	2.58	1.63	20.21	186.01	18.96	49.00	253.97	13
10	9	11	9	11	Electronic & Electrical Engineering	4.00	2.00	4.00	4.00	1.64	1.13	16.77	111.97	32.10	34.00	178.07	11
		17	*15*	*17*	*Total*	*8.00*	*8.00*	*12.00*	*19.00*	*6.28*	*3.18*	*56.46*	*532.73*	*191.95*	*117.00*	*841.68*	15
17	14	14	11	11	**School of Biochemistry & Immunology**	3.00	1.00	8.00	6.00	0.16	1.25	19.41	196.16	0.00	60.00	256.16	13
18	18	21	20	19	**School of Chemistry**	3.00	5.00	3.00	8.00	0.05	2.10	21.15	256.83	0.00	90.00	346.83	16
19	22	19	19	16	**School of Mathematics**	2.00	0.00	3.00	15.00	0.12	2.73	22.85	359.49	6.00	17.00	382.49	17
					School of Natural Sciences												
11	13	12	14	14	Botany	1.00	1.31	3.17	4.00	0.31	0.29	10.08	92.33	14.17	33.00	139.50	14
16	19	15	16	16	Geography	1.00	2.10	2.00	5.50	0.04	0.72	11.36	138.14	5.28	25.00	168.42	15
9	11	12	11	12	Geology	0.00	2.21	2.50	4.50	0.15	0.82	10.18	105.52	1.33	34.00	140.85	14
15	15	17	16	20	Zoology	0.00	2.38	2.34	6.00	0.00	0.79	11.51	150.09	8.83	26.00	184.92	16
		14	*14*	*16*	*Total*	*2.00*	*8.00*	*10.01*	*20.00*	*0.50*	*2.62*	*43.13*	*486.08*	*29.61*	*118.00*	*633.69*	15
12	12	14	13	12	**School of Physics**	4.50	6.00	5.00	6.00	2.62	2.74	26.86	167.05	0.00	95.00	262.05	10
					School of Genetics & Microbiology												
15	14	15	14	11	Genetics	4.00	3.00	2.17	3.50	0.84	0.27	13.78	80.95	0.00	44.00	124.95	9
17	17	14	15	13	Microbiology	2.00	3.00	3.17	0.00	0.00	0.92	9.09	98.56	0.07	20.50	119.13	13
				12	*Total*	*6.00*	*6.00*	*5.34*	*3.50*	*0.84*	*1.19*	*22.87*	*179.51*	*0.07*	*64.50*	*244.08*	11
					FACULTY	**32.30**	**37.00**	**60.35**	**113.70**	**17.55**	**18.76**	**279.66**	**2619.68**	**495.34**	**705.50**	**3820.52**	14

Staff figures include:

Computer Science — Excludes two Professors currently funded by SFI; includes one Professor working 4 days pw. Excludes one Associate Professor currently seconded to SFI Project. Includes one Senior Lecturer in lieu of Associate Professor seconded to SFI. Excludes two Research Lecturers wholly funded from Research Account; and two lecturers absent and not replaced. Includes one lecturer working reduced hours.

Statistics — Includes one full-time post currently filled on a half-time basis; excludes on vacant lectureship.

Civil Engineering — Includes the McNamara Chair; one Lecturer funded by the Departmental Pay account

Electronic &Electrical Engineering — Includes Chair of Neural Engineering

Mechanical Engineering — Includes two Lecturers for self-financing Engineering with Management course; includes Professor Prendergast; excludes temporary replacement for Professor Prendergast

Biochemistry & Immunology — Senior Lecturer - Includes Hitachi Lecturer (now Senior Lecturer), funded from a Benefaction. Includes 1 Lecturer for Neuroscience and 2 Lecturers for Immunology. Excludes replacement Lecturer for Dr. Paul Voorheis, who will take up duty on 1/10.2007. Figure for Demonstrators includes 0.14 FTE in respect of Biology Teaching Centre, and 0.08 FTE in respect of Neuroscience Demonstrators

Chemistry — Professors - Excludes Professor Senge, currently funded by SFI. Demonstrators - Includes 0.07 FTE in respect of Science of Materials

Maths — Demonstrators include 0.06 FTE in respect of Maths Methods

Geography: — Includes 0.10 FTE in respect of Professor Nicholas Gray, currently charged to School code in absence of an Environmental Science code.

Botany: — Includes 0.31 FTE in respect of Professor Nicholas Gray (see 1 above). Includes 0.17 FTE in respect of Director of Biology Teaching Centre

Geology: — Includes 0.21 FTE in respect of Professor Nicholas Gray (see 1 above). Includes 0.5 FTE in respect of Broad Curriculum Lecturer joint with Geography. Includes 0.21 FTE in respect of Teaching Fellow, Environmental Science, and 0.5 FTE of Lecturer post available for transfer to Department.

Zoology: — Includes 0.38 FTE in respect of Professor Nicholas Gray. Includes 0.34 FTE in respect of Director of Biology Teaching Centre. Includes one Lecturer funded from Change Fund , and 0.38 FTE in respect of Teaching Fellow fo Environmental Science

Physics — Associate Professors figure excludes Stokes Professor (Hegner) funded by SFI. Lecturers figure excludes Stokes Lecturer (Krstic) funded by SFI. 40% of Dr. McMurry's FTE is re-allocated to Mathematics

Genetics — Professor Figure includes two Professors returned from SFI secondment. Senior Lecturers Includes 0.17 FTE in respect of Director of Biology Teaching Centre. Excludes one Lecturer seconded to SFI. Demonstrators figure includes 0.10 FTE in respect of Biology Teaching Centre

Microbiology — Demonstrator figure includes 0.46 FTE in respect of Biology Teaching Centre

APPENDIX D - ACADEMIC PROGRESS

Table D1: Junior Freshman full-time degree students successfully completing the year 2007/08 - 1998/99

	2007/08			2006/07			2005/06			2004/05			2003/04		
	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed
Faculty of Arts, Humanities and Social Sciences															
Religions & Theology (Formerly Biblical &Theological Studies	84%	19	16	87%	15	13	84%	19	16	63%	16	10	53%	17	9
History	97%	37	36	92%	39	36	100%	38	38	97%	35	34	98%	42	41
Music	82%	17	14	93%	15	14	79%	14	11	60%	15	9	80%	10	8
Theology	100%	7	7	100%	12	12	100%	5	5	100%	6	6	n/a	n/a	n/a
Classics	75%	4	3	88%	8	7	n/a	0		80%	5	4	80%	5	4
Drama & Theatre Studies	100%	15	15	100%	16	16	100%	13	13	100%	16	16	94%	18	17
Early & Modern Irish	40%	5	2	0%	3	0	90%	10	9	60%	12	7	58%	19	11
Irish Studies	80%	10	8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Studies	97%	38	37	91%	34	31	100%	24	24	97%	36	35	97%	37	36
Germanic Languages	50%	4	2	50%	2	1	100%	3	3	100%	5	5	14%	7	1
Bachelor in Acting Studies	n/a	n/a	n/a	100%	15	15	100%	12	12	100%	10	10	100%	10	10
Clinical Speech & Language Studies	92%	38	35	91%	33	30	93%	42	39	90%	29	26	100%	25	25
European Studies	89%	35	31	94%	36	34	97%	36	35	97%	37	36	100%	33	33
B.Ed.	96%	225	216	96%	225	216	97%	225	219	99%	192	191	98%	202	198
B.Ed. (Home Econ)	n/a	n/a	n/a	n/a	0		n/a	0		n/a	n/a	n/a	91%	22	20
Law	100%	85	85	96%	90	86	96%	79	76	99%	80	79	95%	87	83
Mental & Moral Science	0%	1	0	73%	22	16	79%	19	15	94%	17	16	89%	19	17
Philosophy (Formerly Mental & Moral	82%	17	14	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Philosophy & Political Science	100%	12	12	75%	8	6	93%	14	13	92%	13	12	92%	13	12
Psychology	97%	34	33	90%	40	36	97%	37	36	91%	33	30	100%	30	30
Economic & Social Studies	94%	235	222	93%	230	213	92%	226	209	94%	211	199	96%	214	205
Social Studies	94%	35	33	97%	30	29	97%	35	34	93%	30	28	97%	32	31
Sociology & Social Policy	78%	27	21	93%	27	25	93%	29	27	90%	20	18	84%	25	21
Business Studies & a Language	76%	37	28	70%	43	30	66%	38	25	83%	40	33	80%	44	35
Music Education	100%	10	10	100%	10	10	100%	9	9	100%	8	8	100%	11	11
Average	**93%**	**947**	**880**	**92%**	**953**	**876**	**94%**	**927**	**868**	**94%**	**866**	**812**	**93%**	**922**	**858**
Faculty of Engineering, Mathematics and Science															
B.A. Computer Science	85%	26	22	79%	29	23	85%	33	28	68%	38	26	64%	42	27
Engineering	85%	172	147	86%	187	160	88%	185	163	90%	181	162	88%	182	160
Information & Communications Technology	n/a	n/a	n/a	n/a	0		n/a	n/a		80%	5	4	60%	10	6
Management Science & Information Systems Studies	81%	31	25	88%	24	21	88%	24	21	89%	28	25	91%	22	20
Engineering with Management (Formerly Manufacturing Engineering with Management Science	92%	26	24	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Manufacturing Engineering with Management Science	n/a	na	n/a	82%	11	9	63%	19	12	59%	17	10	65%	20	13
Chemistry with Molecular Modelling (previously Comp Physics/Comp Chemistry)	100%	2	2	100%	2	2	100%	1	1	100%	5	5	67%	3	2
Human Genetics	100%	14	14	93%	15	14	67%	6	4	91%	11	10	100%	11	11
Mathematics	76%	29	22	90%	29	26	73%	26	19	68%	31	21	68%	25	17
Medicinal Chemistry	91%	22	20	91%	23	21	82%	22	18	88%	25	22	92%	24	22
Natural Sciences	88%	304	266	84%	311	260	85%	299	254	89%	297	264	86%	285	245
Physics & Chemistry of Advanced Materials	100%	7	7	69%	16	11	69%	16	11	73%	11	8	88%	16	14
Theoretical Physics	93%	30	28	89%	36	32	79%	28	22	94%	33	31	94%	31	29
History & Political Science	100%	27	27	96%	26	25	100%	13	13	100%	16	16	94%	16	15
Law and French	100%	11	11	88%	8	7	100%	14	14	88%	8	7	100%	10	10
Law and German	91%	11	10	100%	15	15	93%	14	13	100%	8	8	100%	12	12
Average	**88%**	**712**	**625**	**86%**	**732**	**626**	**85%**	**700**	**593**	**87%**	**714**	**619**	**85%**	**709**	**604**

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 2007/08 - 1998/99

	2007/08			2006/07			2005/06			2004/05			2003/04		
	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed	Total % Pass	Total No. of Students	No who passed
(/....contd)															
Faculty of Health Science															
Dental Science	98%	40	39	90%	41	37	93%	40	37	100%	38	38	100%	36	36
Dental Technology	100%	6	6	80%	5	4									
Medicine (6 years)	n/a	n/a	n/a	n/a	0		n/a	n/a		98%	50	49	96%	76	73
Medicine (5 years)	94%	135	127	98%	121	118	96%	81	78						
Nursing Studies	90%	241	218	94%	216	204	89%	247	220	82%	235	192	93%	231	215
Children's & General Nursing	100%	19	19	100%	20	20									
Midwifery	97%	36	35	100%	35	35									
Occupational Therapy	95%	40	38	100%	43	43	92%	38	35	97%	38	37	93%	41	38
Physiotherapy	79%	42	33	90%	40	36	95%	42	40	91%	34	31	97%	39	38
Radiation Therapy	100%	24	24	96%	26	25	87%	31	27	96%	25	24	92%	26	24
Pharmacy	87%	63	55	97%	78	76	97%	71	69	96%	67	64	97%	60	58
Average	**92%**	**646**	**594**	**96%**	**625**	**598**	**92%**	**550**	**506**	**89%**	**487**	**435**	**95%**	**509**	**482**
Multi-Faculty															
Computer Science, Linguistics & a Language	100%	6	6	78%	9	7	40%	5	2	100%	4	4	100%	6	6
Two Subject Moderatorship	88%	370	324	87%	363	315	88%	354	312	88%	330	290	90%	331	298
Average	**88%**	**376**	**330**	**87%**	**372**	**322**	**87%**	**359**	**314**	**88%**	**334**	**294**	**90%**	**337**	**304**
COLLEGE AVERAGE	**91%**	**2681**	**2429**	**90%**	**2682**	**2422**	**90%**	**2536**	**2281**	**90%**	**2401**	**2160**	**91%**	**2477**	**2247**

Table D2: Foundation and non-foundation scholarships awarded by course 2008, 2007, 2006

Faculty / Course	2008 Total Number of Scholarships awarded	2008 Total number of SF students	2008 % of SF students who received a Scholarship	2007 Total Number of Scholarships awarded	2007 Total number of SF students	2007 % of SF students who received a Scholarship	2006 Total Number of Scholarships awarded
Faculty of Arts, Humanities and Social Sciences							
Biblical and Theological Studies	1	13	8%	1	16	6%	1
Theology	0	11	0%	1	6	17%	1
History	0	41	0%	1	37	3%	2
Music	0	15	0%	1	9	11%	0
Classics	0	7	0%	0	0	0%	2
Drama and Theatre Studies	0	13	0%	1	14	7%	0
Early and Modern Irish	0	0	0%	1	9	11%	1
English Studies	3	32	9%	2	26	8%	0
Germanic Languages	0	1	0%	0	3	0%	0
European Studies	2	31	6%	2	33	6%	1
Clinical Speech and Language Studies	0	29	0%	0	39	0%	0
Bachelor in Education	0	215	0%	0	219	0%	0
Law	2	89	2%	3	76	4%	3
Mental and Moral Science	0	16	0%	1	16	6%	0
Psychology	3	32	9%	3	34	9%	2
Bachelor in Education (Home Economics)	0	0	0%	0	0	0%	0
Economic and Social Studies	4	226	2%	7	221	3%	4
Social Studies	0	32	0%	0	32	0%	1
Sociology and Social Policy	0	21	0%	0	28	0%	0
Philosophy and Political Science	0	6	0%	0	11	0%	2
Bachelor in Music Education	0	10	0%	2	9	22%	0
Business Studies and a Language	1	30	3%	0	24	0%	0
History and Political Science	1	25	4%	1	14	7%	0
Law and French	1	5	20%	2	13	15%	3
Law and German	2	14	14%	0	13	0%	0
Total	**20**	**914**	**2%**	**29**	**902**	**3%**	**23**
Faculty of Engineering, Mathematics and Science							
B.A Computer Science	1	26	4%	0	31	0%	0
B.Sc. Computer Science (Evening)	0	7	0%	0	7	0%	0
Engineering	4	166	2%	6	170	4%	2
Management Science and Information Systems Studies	1	21	5%	0	21	0%	0
Manufacturing Engineering + Management Science	1	9	11%	0	12	0%	0
Information & Communications Technology	0	0	0%	0	1	0%	0
B.Sc (Information Systems) Hons^	0	0	0%	0	0	0%	1
Human Genetics	1	11	9%	0	4	0%	1
Mathematics	3	31	10%	3	20	15%	2
Natural Sciences	10	273	4%	7	266	3%	5
Theoretical Physics	7	30	23%	4	24	17%	5
Medicinal Chemistry	0	16	0%	0	20	0%	0
Physics & Chemistry of Adv. Materials	1	11	9%	0	12	0%	1
Computational Science	0	0	0%	0	1	0%	1
Chemistry with Molecular Modelling	0	2	0%	0	1	0%	0
Total	**29**	**603**	**5%**	**20**	**590**	**3%**	**19**
Faculty of Health Sciences							
Dental Science	2	35	6%	4	37	11%	2
Human Nutrition & Dietetics	1	18	6%	0	22	0%	0
Medicine	6	121	5%	10	77	13%	10
Midwifery	1	32	3%				
Occupational Therapy	0	43	0%	0	33	0%	0
Radiation Therapy	0	26	0%	0	25	0%	0
Physiotherapy	3	37	8%	3	42	7%	2
B.Sc. Nursing	1	205	0%	0	229	0%	0
Pharmacy	0	68	0%	2	63	3%	1
Total	**14**	**585**	**2%**	**19**	**528**	**4%**	**15**
Multi-Faculty							
Computer Science,Linguistics and a Language	0	7	0%	0	4	0%	0
B.Sc. Business & Information Technology	0	14	0%	0	17	0%	0
Two Subject Moderatorship	8	304	3%	8	314	3%	8
Total	**8**	**325**	**2%**	**8**	**335**	**2%**	**8**
Grand Total	**71**	**2427**	**3%**	**76**	**2355**	**3%**	**65**

*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 2007/08

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	2007/08		2006/07
								No. of Reports Received*	% of Reports Received*	% of Reports Received**
Arts, Humanities & Social Sciences	12	7	30	8	1	5	**63**	**43**	**68%**	**71%**
Engineering, Mathematics & Science	5	4	20	1	2	2	**34**	**25**	**74%**	**67%**
Health Sciences	14	2	22	5	1	11	**55**	**25**	**45%**	**55%**
TOTAL	**31**	**13**	**72**	**14**	**4**	**18**	**152**	**93**	**61%**	**65%**
Percentage	***20%***	***9%***	***47%***	***9%***	***3%***	***12%***	***100%***			

* As at 31 October 2008
** As at 31 October 2007

Table D4: Degrees conferred 2007 - 1998

	2007		2006		2005		2004		2003		2002		2001		2000		1999		1998	
	In Person	*In Absentia*	*In Person*	*In Absentia*	*In Person*	*In Absentia*	*In Person*	*In Absentia*	*In Person*	*In Absentia*	In Person	*In Absentia*	In Person	*In Absentia*	In Person	*In Absentia*	In Person	*In Absentia*	In Person	*In Absentia*
Primary Degrees																				
Moderatorships	960	62	961	55	998	63	1062	56	1027	43	1102	42	995	48	989	49	932	38	839	40
Bachelor in Arts	330	36	307	15	313	31	302	30	308	26	306	30	283	12	311	8	269	10	272	14
Other Primary Degrees																				
TCD	1272	75	1347	62	1272	75	1255	70	1258	72	1228	53	1046	40	1065	33	921	37	986	25
DIT		2	3	4	9	6	15	5	47	16	178	87	807	110	846	108	833	96	841	114
Total Primary Degrees	**2562**	**175**	**2618**	**136**	**2592**	**175**	**2634**	**161**	**2640**	**157**	**2814**	**212**	**3131**	**210**	**3211**	**198**	**2955**	**181**	**2938**	**193**
Higher Degrees																				
Master in Arts	79	64	108	92	98	79	85	71	90	74	107	87	88	83	142	77	96	77	74	92
Master in Arts *(jure officii)*	16		30		42	0	14	0	8	0	8	0	11	0	5	0	6	0	7	0
Other Masters	851	157	784	105	742	102	670	89	587	135	554	116	555	96	555	73	492	87	399	70
Doctors	244	18	236	12	192	14	164	12	149	23	161	16	155	11	169	17	130	10	143	12
Honorary Degrees	11		8		16		13		11		11		11		14		14		14	
Total Higher Degrees	**1201**	**239**	**1166**	**209**	**1090**	**195**	**946**	**172**	**845**	**232**	**841**	**219**	**820**	**190**	**885**	**167**	**738**	**174**	**637**	**174**
Sub Total	**3763**	**414**	**3784**	**345**	**3682**	**370**	**3580**	**333**	**3485**	**389**	**3655**	**431**	**3951**	**400**	**4096**	**365**	**3693**	**355**	**3575**	**367**
Grand Total	**4177**		**4129**		**4052**		**3913**		**3874**		**4086**		**4351**		**4461**		**4048**		**3942**	
Number of Ceremonies	**28**		**31**		**30**		**29**		**27**		**28**		**32**		**32**		**31**		**31**	

Table D5: Summary of grades achieved at undergraduate honors degree examinations in 2007/08 - 2002/03

	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total**	Total
2007/08	15%	53%	22%	6%	3%	2059	**100%**
2006/07	15%	52%	23%	6%	3%	2200	100%
2005/06	16%	51%	23%	6%	4%	2194	100%
2004/05	17%	59%	20%	2%	2%	2038	100%
2003/04	15%	57%	21%	4%	2%	2113	100%
2002/03	15%	56%	21%	4%	3%	2051	100%

*'Other' includes the following returns: Absent, Allowed B.A., Awaiting Result, Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld

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

*Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2007/08**

2007/08	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences							
Biblical & Theological Studies	3	11	1			**15**	**20%**
History	9	23	8		2	**42**	**21%**
Music		3	6		1	**10**	**0%**
Clinical Speech & Language Studies	2	12	8		3	**25**	**8%**
Classics	1	1				**2**	**50%**
European Studies-Double Diploma	Discontinued					**0**	
European Studies		9	22	4		**35**	**0%**
Drama & Theatre Studies	3	10	2		2	**17**	**18%**
Early & Modern Irish		1	4			**5**	**0%**
English Studies	6	23	6			**35**	**17%**
Germanic Languages		1	1	1	1	**4**	**0%**
Business Studies	13	42	2			**57**	**23%**
Economic & Social Studies	26	105	18		4	**153**	**17%**
Social Studies	4	22	3	2		**31**	**13%**
Law	11	60	4		1	**76**	**14%**
B.Ed. (Home Economics)	Discontinued					**0**	
Education	13	123	30	2	6	**174**	**7%**
Mental & Moral Science	1	9	3	1	1	**15**	**7%**
Philosophy & Political Science	1	9	2			**12**	**8%**
Psychology	10	17				**27**	**37%**
Sociology & Social Policy	1	9	2			**12**	**8%**
Business Studies and a Language	6	15	4	1		**26**	**23%**
History and Political Science	6	8	3	1	1	**19**	**32%**
Law and French	4	3				**7**	**57%**
Law and German	2	9				**11**	**18%**
Music Education	1	5	1			**7**	**14%**
Total	**123**	**530**	**130**	**12**	**22**	**817**	**15%**
Percentage distribution	**15.1%**	**64.9%**	**15.9%**	**1.5%**	**2.7%**	**100%**	
Faculty of Engineering, Mathematics and Science							
B.Sc. Computer Science - Honors	1	4	4	1	6	**16**	**6%**
B.Sc (Information Systems) Honors (5yr P/T)		1	1			**2**	**0%**
B.Sc (Information Systems) Honors (4yr P/T)	5	10	6			**21**	**24%**
Computer Science	4	15	4	1	4	**28**	**14%**
Engineering	34	60	55	10	4	**163**	**21%**
Double Diplome in Engineering	3	2				**5**	**60%**
Information & Communications Technology			2	1		**3**	**0%**
Manufacturing Engineering with Management Science	4	5	1			**10**	**40%**
Management Science & Information Systems Studies	12	8	3	1		**24**	**50%**
Computational Science: Physics	2		1	1		**4**	**50%**
Computational Science: Chemistry	1					**1**	
Chemistry with Molecular Modelling						**0**	
Human Genetics	3	7	2			**12**	**25%**
Mathematics	13	5	7	3		**28**	**46%**
Medicinal Chemistry	6	6	4	5	1	**22**	**27%**
Natural Sciences	30	129	61	8	6	**234**	**13%**
Physics and Chemistry of Advanced	1	3	3			**7**	**14%**
Theoretical Physics	5	12	2	1		**20**	**25%**
Total	**124**	**267**	**156**	**32**	**21**	**600**	**21%**
Percentage distribution	**20.7%**	**44.5%**	**26.0%**	**5.3%**	**3.5%**	**100%**	

*Table D6: Distribution of grades achieved by course at undergraduate degree examinations in 2007/08**

2007/08	First Class	Second Class First Division	Second Class Second Division	Third Class	Other*	Total	% First Class by Course
(...contd.)							
Faculty of Health Sciences (excl. Medicine & Dental Science)							
Bachlelor in Midwifery Studies		7	6	1	1	**15**	**0%**
Bachelor in Nursing Studies	1	4	5	12	6	**28**	**4%**
B.Sc. Nursing	24	48	48	50	7	**177**	**14%**
Occupational Therapy		27	8			**35**	**0%**
Pharmacy	7	33	22	2	1	**65**	**11%**
Physiotherapy	11	19	1			**31**	**35%**
Radiation Therapy		11	9			**20**	**0%**
Total	**43**	**149**	**99**	**65**	**15**	**371**	**12%**
Percentage distribution	**11.6%**	**40.2%**	**26.7%**	**17.5%**	**4.0%**	**100%**	
Multi-Faculty							
B.Sc (Business and Information Technology)	3	9	2			**14**	**21%**
Computer Science, Linguistics and a Language	2					**2**	**100%**
Two Subject Moderatorship	24	141	66	11	13	**255**	**9%**
Total	**29**	**150**	**68**	**11**	**13**	**271**	**11%**
Percentage distribution	**10.7%**	**55.4%**	**25.1%**	**4.1%**	**4.8%**	**100%**	
*'Other' includes Absent, Allowed B.A., Awaiting Result, Deferred, Excluded, Fail, Incomplete, Medical Certificate, Pass, Repeat Year, Withdrawn, Withheld							
COLLEGE TOTAL	**319**	**1096**	**453**	**120**	**71**	**2059**	
Percentage distribution	**15%**	**53%**	**22%**	**6%**	**3%**	**100%**	
Cumulative percentage distribution	**15%**	**69%**	**91%**	**97%**	**100%**		
Faculty of Health Sciences - Dental Science & Medicine	**I**	**II**		**PASS**	**Other****	**Total**	
Dental Science	2	28		6	4	**40**	**5%**
Medicine	9	55		45	15	**124**	**7%**
Dental Science/Medicine total	**11**	**83**		**51**	**19**	**164**	**7%**
**'Other' includes Absent, Deferred, Excluded, Fail, Incomplete, Withheld, Medical Certificate							

APPENDIX E

Faculty / School Structure 2007/08

Faculty of Arts, Humanities & Social Sciences	**Faculty of Engineering, Mathematics & Science**	**Faculty of Health Sciences**
School of Histories and Humanities • History • History of Art • Classics • Centre for Gender and Woman Studies	*School of Engineering* • Civil, Structural and Environmental Engineering • Electronic & Electrical Engineering • Mechanical & Manufacturing Engineering	*School of Dental Science* • Oral Surgery, Oral Medicine & Oral Pathology • Public & Child Dental Health • Restorative Dentistry and Periodontology • Oral Biosciences
School of Linguistic, Speech and Communication Sciences • Centre for Language and Communications Studies • Clinical Speech and Language Studies	*School of Computer Science and Statistics* • Computer Science • Statistics	*School of Nursing and Midwifery* • General Nursing • Psychiatric Nursing • Intellectual Disability Nursing • Paediatric Nursing • Midwifery
School of Drama, Film and Music • Drama • Music	*School of Chemistry* • Inorganic and Synthetic Materials Chemistry • Organic, Biological and Medicinal Chemistry • Physical, Computational and Materials Chemistry	*School of Pharmacy and Pharmaceutical Sciences* • *Pharmacy*
School of English • English	*School of Mathematics* • Mathematics	*School of Medicine* • 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
School of Languages, Literatures and Cultural Studies • Germanic Studies • Hispanic Studies • Irish & Celtic Languages • Italian • Russian & Slavonic Studies • French	*School of Genetics & Microbiology* • Genetics • Microbiology	
Aspirant School of Religions, Theology and Ecumenics • Religions and Theology • Irish School of Ecumenics	*School of Natural Sciences* • Geography • Geology • Zoology • Botany	

School of Social Work & Social Policy • Social Studies	*School of Biochemistry and Immunology* • Biochemistry • Immunology	
School of Social Sciences and Philosophy • Economics • Political Science • Sociology • Philosophy	*School of Physics* • Physics	
School of Business • Business Studies		
School of Psychology • Psychology		
School of Education • Education		
School of Law • Law		

APPENDIX F

Table F1: Broad Curriculum Cross-Faculty Courses 2007/08

'Home' Faculties of Students As Determined by their Main Course of Study

		'Home' Faculties of Students					TOTAL
Cross-Faculty Course	**Discipline(s)**	**Arts, Humanities & Social**	**Engineering, Mathematics & Science**	**Health Sciences**	**Multi-Faculty***	**Two-Subject Moderatorship**	
Global Environmental Change	Botany	8	16	2	3	9	**38**
Business and Enterprise	Business Studies	6	17	0	3	7	**33**
Working with Film: History, Context and Detail	Drama	25	9	1	16	4	**55**
The Challenge of Development	Economics	9	9	0	6	2	**26**
Understanding Literature	English	24	12	0	5	9	**50**
Ireland's Changing Landscapes	Geography and Geology	9	5	19	7	2	**42**
Globalisation: Changing Worlds Changing Minds	Geography and Sociology	4	4	0	2	2	**12**
The 'Rise' of the West and the Origins of the Modern World	History	7	11	0	3	3	**24**
Art and Society	History of Art & Architecture	37	25	0	10	17	**89**
Sustainable Development and the Law	Law	4	22	0	2	3	**31**
The Foundation of Human Values	Philosophy	11	16	1	2	8	**38**
Citizens, Politics and Decisions	Political Science	2	4	0	6	4	**16**
Critical Thinking	Psychology	33	86	7	5	14	**145**
TOTAL		**179**	**236**	**30**	**70**	**84**	**599**

* Includes 67 visiting students

Data as at 1st May 2008

APPENDIX F

Table F2: Broad Curriculum Cross-Faculty Course Retention Rates 2007-08, 2006-07, 2005-06, 2004-05, 2003-04 and 2002-03

		2007 - 08			2006-07			2005-06			2004-05			2003-04			2002-03		
Cross-Faculty course	Discipline(s)	Students registered at 20th November 2007	Students completing course	Retention Rate 07/08	Students registered at 16th October 2006	Students completing course	Retention Rate 06/07	Students Registered at 14th October 2005	Students completing course	Retention Rate 05/06	Students Registered at 20th October 2004	Students completing course	Retention Rate 04/05	Students Registered October 2003	Students Registered at 24th March 2004	Retention Rate 03/04	Students Registered October 2002	Students completing course	Retention Rate 02/03
				%			%			%			%			%			%
Global Environmental Change	Botany	43	38	88%	24	31	100%*	31	24	77%	31	36	100%*	22	24	100%	n/a	n/a	n/a
Business and Enterprise	Business Studies	41	33	80%	59	52	88%	36	28	78%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Working with Film: History, context and Detail	Drama	60	55	92%	86	81	94%	79	65	82%	77	66	86%	93	64	69%	157	62	39%
The Challenge of Development	Economics	26	26	100%	18	16	89%	21	21	100%	24	19	79%	n/a	n/a	n/a	n/a	n/a	n/a
Understanding Literature	English	55	50	91%	49	41	84%	53	45	85%	63	59	94%	63	57	90%	n/a	n/a	n/a
Ireland's Changing Landscapes	Geography and Geology	42	42	100%	15	19	100%*	28	23	82%	16	21	100%*	17	13	76%	25	13	52%
Globalisation: Changing Worlds Changing Minds	Geography and Sociology	14	12	86%	17	19	100%*	17	11	65%	17	15	88%	29	16	55%	n/a	n/a	n/a
The 'Rise' of the West and the Origins of the Modern World	History	25	24	96%	52	43	83%	59	37	63%	43	28	65%	n/a	n/a	n/a	n/a	n/a	n/a
Art and Society	History of Art and Architecture	96	89	93%	57	54	95%	69	50	72%	72	70	97%	68	55	81%	n/a	n/a	n/a
Sustainable Development and the Law	Law	31	31	100%	30	26	87%	35	28	80%	51	30	59%	60	48	80%	69	17	25%
The Foundation of Human Values	Philosophy	41	38	93%	29	32	100%*	49	31	63%	n/a	n/a	n/a	66	52	79%	66	29	44%
Citizens, Politics and Decisions	Political Science	14	16	100%*	15	12	80%	27	27	100%	42	42	100%	60	48	80%	88	26	30%
Critical Thinking	Psychology	145	145	100%	88	88	100%	89	70	79%	87	52	60%	125	101	81%	186	53	28%
TOTAL		**633**	**599**	**95%**	**539**	**514**	**95%**	**593**	**460**	**78%**	**523**	**438**	**84%**	**603**	**478**	**80%**	**591**	**200**	**34%**

*Numbers on these courses increased after the October/November period due to late registrations.

Senior Lecturer's Office
Data as at 1st May 2008

APPENDIX G

Learning Innovation Projects Listing

Four awards were made at School level, which involve multiple courses across degree programmes. Five awards were made at individual academic course level. CLT/CAPSL is supporting these initiatives in embedding innovative use of technology enhanced learning and pedagogic practice. These projects are due to complete in December 2008.

Schools Initiative	
Project Name	Name of School
Innovative approaches using e-learning	School of Natural Sciences
The Development of a Multi-Disciplinary Case-based eLearning Modules	School of Medicine
The Development of an Integrated Approach in the Academic Setting to Reflect the Clinical Radiotherapy Environment	School of Medicine, Division of Radiation Therapy
Learning through Service in Northern Ireland	Irish School of Ecumenics (Belfast)
Individual Projects	
Developing Critical Thinking for Professional Practice	School of Nursing & Midwifery
SpeakWise	Department of Germanic Studies and Centre for Language and Communication Studies
Development of Interactive Pathology Tutorials in Oral and General Pathology	Dublin Dental Hospital & School
European Media Regulation	School of Law
An Experimental Evaluation of Podcasting	School of Computer Science & Statistics

Appendix H

Learning Innovation Projects
In 2007/8, there were nine Learning Innovations Projects in nine academic schools namely: School of Natural Sciences, School of Medicine, and School of Religions, Theology and Ecumenics (Aspirant), School of Nursing and Midwifery, School of Medicine (Radiation Therapy), School of Languages, Literatures and Cultural Studies, School of Linguistic, Speech and Communication Sciences, School of Dental Science and School of Law[1]. It is expected that all nine projects will have concluded by December 2008. The Learning Innovation Project process supports all stages from eLearning planning, design, development, assessment, evaluation of strategic eLearning projects from the 3 TCD faculties. All nine of the strategic eLearning projects have had full backing from Heads of Schools in the faculties and in-depth collaboration with academics. All projects, still in progress at the beginning of 2008, submitted an interim report in February 2008. The final reports on all completed projects should be available during December 2008.

Consultancies with academics on WebCT and eLearning
The Centre for Learning Technology (CLT) initiated a pilot 'Schools Initiatives Programme' to encourage, support and up-skill personnel in Schools to further technology enhanced learning. This piloted programme was run with the Schools of Law Nursing and Midwifery. The CLT team works daily with the academic community in College to provide individual support through consultancies and support in Technology Enhanced Learning (TEL).

Deliver Training and Consultancy
A comprehensive programme was delivered involving all faculties. This programme involved workshops, seminars on topics such as:

- design and development of eLearning courses;
- learning content tools, using and learning management environments (WebCT);
- advanced techniques for management of student learning (WebCT);
- on-line assessment techniques and technologies;
- plagiarism detection and avoidance;
- eLearning strategic planning;
- eLearning costing and appraisal.

Blackboard/WebCT V8 (College's Virtual Learning Environment)
The Blackboard/WebCT system (version 8.0) is a virtual learning environment which provides lecturers with a comprehensive set of tools to enable course preparation, delivery and management over the internet. Blackboard/WebCT has been used by the College community since 1999 and is considered an essential tool in promoting eLearning in Trinity.

The CLT team carried out the registration of 15,000 students to the WebCT database in October 2007 and the further registration of approximately 500 classes to modules within WebCT. As a result of students losing passwords or allowing their passwords to expire, a certain amount of time is dedicated to resetting passwords and supporting students using WebCT. Throughout the academic year, the Manager worked with Information Systems Services (ISS) to have all application packs and hot fixes (special software used to target specific problems with existing software) applied to WebCT. In November 2007 there was one application pack and eight hot fixes applied to WebCT and in August 2008, WebCT was upgraded from version 6.2.3 to version 8.

Since ISS hosts the WebCT servers, CLT management liaised closely with ISS with regard to WebCT maintenance and support.

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[1] A listing of the projects and schools/disciplines is given at the end of this appendix.

Blackboard/WebCT – TCD Student record system Interface Project
It is proposed to automate the data feeds listed from the student record system to the Blackboard/WebCT Oracle database. This would mean that, whenever a student is coded to a new module, through the CMIS timetabling system, a similar enrolment will automatically occur out in the WebCT system. The new system will enable The Centre for Learning Technology to provide the College community with an updated, dynamic Oracle database within WebCT, with all College modules and student information enrolled in the system. The expected benefits are:

- The new interface will allow for automated course and student data population at the beginning of term, providing lecturers with module templates. This will have a beneficial impact on the effectiveness and efficiency of eLearning in College.
- The Blackboard/WebCT database will be populated every 24 hours, ensuring that both lecturers and students can be assured of prompt student registration.
- The data relating to users and courses will be more up to date and reliable, resulting in fewer calls to the helpdesk from students that are unable to access the relevant course information in WebCT.
- CLT staff should be relieved of the burden of manually creating the necessary information in WebCT – they will be able to do more useful and productive work.
- Improve user satisfaction and confidence in the system.

This year CLT brought the project to Information Policy Committee (IPC) where it was given the go ahead. CLT have agreed a costing for the interface to be developed by Blackboard (WebCT vendor), and are currently awaiting the release of funding and a date for ISS to release staff for the project to proceed.

Blackboard Evaluation Questionnaire
In March 2008, as part of a national survey on the usage of Learning Management Systems, CLT administrated the *Blackboard Evaluation Questionnaire* to 15,000 students, through the QuestionMark hosting service, and compiled and returned the results to the national coordinator (NAIRTL). A paper will be presented on the results at the 2nd Annual NAIRTL conference, to be held in the Waterford institute of Technology, in November 2008.

QuestionMark
The assessment application QuestionMark has experienced major installation and performance problems. Though we have worked to move this project on, ISS could not provide the required resources to complete the project. CLT are in discussions with ISS as to the next appropriate steps. Meanwhile CLT continues to pay the vendor for hosting the QuestionMark service.

NDLR Project:
The National Digital Learning Repository (NDLR) is a Higher Education Authority (HEA) funded pilot project between all Irish Universities, Institutes of Technology (IoTs) and their affiliated colleges to support the collaboration and sharing of learning and teaching resources. More specifically, the project is responsible for managing and enhancing a repository of digital learning resources, supporting and nurturing a set of communities of users in different academic subjects and instigating a new learning ecosystem across the Irish Higher Education sector. The project is led by Trinity College through CLT.

NDLR Objectives

Research
- Coordinates the research and development of best practice in the development and reusability of digital learning resources evaluation, and the development of a future roadmap for full service.
- Ensures that research outputs from individual and collaborative projects are disseminated.

- Provides guidance to assist academics to underpin their exemplary teaching practice with their research as part of the Centre for Learning Technology (CAPSL) team.

Graduate Education & Undergraduate Education

- Supports TCD academics in the collaboration, development and sharing of teaching practices, experiences and learning resources for supporting a student centred approach.
- Provides guidance in the production of reusable learning resources that that can be used in a variety of student programmes including 4th level programmes.

Contribution to Society

- Contributes to cost effective outputs that facilitate a changing demographic of diverse learners who require flexible and innovative learning experience.
- Provides access to digital learning resources across all academic disciplines across all academic subjects for Higher Education.
- Enables the sharing of learning resources by academics across the Universities and Institutes of Technology

Governance and stewardship of resources

- Represents Trinity College at national and international conferences and symposia in the areas of teaching and learning, technology enhanced learning and discussions about the movement towards Open Access (e.g. Jorum, Merlot, MIT, JISC, Intrallect, EdTech, AISHE, IUISC).
- Provides guidance as to digital rights for shared resources

NDLR - Communities of Practice

- CLT plays a role assisting the Nursing and Midwifery Community of Practice (based in the School of Nursing and Midwifery, Trinity) and coordinates the Technology Enhanced Learning Community of Practice in collaboration with Cork Institute of Technology
- Provides consultancy for establishing communities of practice (and strategies for rolling-out technology enhanced learning initiatives) to the Irish Taxation Institute, Institute of Life Skills (Training Organisation with FÁS/Enterprise Ireland), Centre for Global Development through Education and Fáilte Ireland.

NDLR Consultancies

- Collaborates with the Trinity Information Compliance Officer to ensure compliance and promotion of with Trinity IPR policy
- Delivering an "Ethics in Research" module for the Generic Skills postgraduate programme.

NDLR Training

A programme of workshops has been developed as part of the NDLR project that aims to address the widespread needs of the Higher Education community in developing reusable learning resources. A series of workshops will be provided across the country (facilitated by NDLR partners including the CLT training team) drawing on local support and focusing on issues particular to individual institutions. The programme has been designed to reflect the variety of discipline specific, pedagogical, legal and technological requirements.

The *Reusable Learning Resources Festival 2008* provided a series of dedicated development workshops, over three days, to enable community of practice members and the wider academic community to engage in the process of creating Reusable Learning Resources (RLR).

CLT is collaborating with NUI Galway and University College Cork to develop state-of-the-art academic development training programmes for learning technologies as part of the SIF-funded project *Learning Technologies: From Pilot to Mainstream.*

NDLR PR Presentations
CLT represents College at national and international conferences and symposia in areas of teaching and learning, technology enhanced learning and discussions about the movement towards Open Access (e.g. Jorum, Merlot, MIT, JISC, Intrallect, EdTech, AISHE, IUISC).

APPENDIX I

Table 1 Schedule of Quality Reviews for Schools 2006/07 – 2011/12

Faculty of Arts, Humanities & Social Sciences	Date agreed in 2004	revised date	Faculty of Engineering & Science	Date agreed in 2004	revised date	Faculty of Health Sciences	Date agreed in 2004	revised date
School of Histories & Humanities • History 00/01 • History of Art 98/99 • Classics 97/98 • Centre for Gender & Women's Studies	07/08 05/06 04/05 -	08/09	*School of Engineering* • Civil, Structural & Env. Eng 04/05 • Electronic & Elect. Eng. 02/03 • Mechanical & Man. Eng. 00/01	04/05 08/09 06/07	10/11	*School of Dental Science* 99/00 • Oral Surgery, Oral Medicine & Oral Pathology • Public & Child Dental Health • Restorative Dentistry & Periodontology	-	08/09
School of Linguistic, Speech & Communication Sciences • Centre for Language & Communications Studies 03/04 • Clinical Speech & Language Studies 97/98	10/11 -	10/11	*School of Computer Science & Statistics* • Computer Science 01/02 • Statistics 99/00	07/08 05/06	07/08	*School of Nursing & Midwifery* 01/02 • General Nursing • Psychiatric Nursing • Intellectual Disability Nursing • Paediatric Nursing • Midwifery	-	09/10
School of Drama, Film and Music • School Drama & Theatre Studies 00/01 • School of Music 97/98	07/08 04/05	09/10	*School of Chemistry* 98/99 • Inorganic and Synthetic Materials Chemistry • Organic, Biological and Medicinal Chemistry • Physical, Computational & Materials Chemistry	08/09	07/08	*School of Pharmacy & Pharmaceutical Sciences* 99/00 • Pharmacology • Pharmaceutics & Pharmaceutical Technology • Pharmacognosy • Pharmaceutical Chemistry • Centre for the Practice of Pharmacy	08/09	08/09
School of English • English 97/98	04/05	07/08						
School of Languages/Literatures and Cultural Studies • Centre for European Studies • Germanic Studies 97/98 • Hispanic Studies 98/99 • Irish & Celtic Lang. 01/02 • Italian 99/00 • Russian & Slavonic Studies 98/99 • French 99/00	- 05/06 05/06 09/10 07/08 05/06 07/08	07/08	*School of Mathematics* • Mathematics 97/98	07/08	06/07			
Aspirant School of Religions, Theology and Ecumenics • Religions & Theology 01/02	09/10	09/10						
School of Social Sciences & Philosophy • Economics 01/02 • Political Science 00/01 • Sociology 97/98 • Philosophy 98/99 • Policy Institute	08/09 07/08 04/05 05/06 -	08/09	*School of Natural Sciences* • Geography 98/99 • Geology 00/01 • Zoology 00/01 • Botany 01/02	08/09 08/09 08/09 08/09	09/10	*School of Medicine* • Anatomy 01/02 • Clinical Medicine 96/97 • Medical Gerontology • Obs & Gynaecology 98/99 • Paediatrics 00/01 • Pharmacology & Therapeutics 99/00 • Physiology 02/03 • Psychiatry 00/01 • Public Health & Primary Care 02/03 • Surgery 97/98 • Histopathology & Morbid Anatomy • Haematology • Immunology • Clinical Microbiology 99/00 • Unit of Nutrition & Dietetic Studies • Radiation Therapy 02/03 • Physiotherapy 00/01 • Occupational Therapy 01/02 • Centre for Health Services Management	-	10/11 – 11/12
School of Social Work & Social Policy • Social Studies 98/99	05/06	06/07						
School of Business Business Studies 00/01	06/07	06/07	*School of Biochemistry & Immunology* • Biochemistry 02/03 • Immunology	08/09 -	09/10			
School of Psychology Psychology 03/04	10/11	10/11						
School of Education • Education 99/00	06/07	07/08	*School of Physics* • Physics 03/04	08/09	10/11			
School of Law • Law 00/01	08/09	08/09	*School of Genetics & Microbiology* • Genetics 00/01 • Microbiology 99/00	08/09 08/09	tbc			

APPENDIX J

Proposed Academic Year Structure

Cal. Wk	Dates 2009/10	Outline Structure of Academic Year	Notes
1	31-Aug-09	Supplemental Examinations	Statutory Term (Michaelmas) begins 2 weeks earlier than at present to fit in + 2 teaching weeks & +1 reading week before Christmas. Supplemental exams require 2 weeks as at present.
2	07-Sep-09		
3	14-Sep-09	PG Registration	
4	21-Sep-09	UG New Entrant Registration/Freshers' Week	
5	28-Sep-09	Teaching Week 1 Registration continuing studs	Michaelmas Lecture term begins 2 weeks earlier than at present
6	05-Oct-09	Teaching Week 2 Registration continuing studs	
7	12-Oct-09	Teaching Week 3	
8	19-Oct-09	Teaching Week 4	
9	26-Oct-09	Teaching Week 5	
10	02-Nov-09	Teaching Week 6	
11	09-Nov-09	Teaching Week 7	
12	16-Nov-09	Teaching Week 8	
13	23-Nov-09	Teaching Week 9	Michaelmas term ends in Week 12
14	30-Nov-09	Teaching Week 10	
15	07-Dec-09	Teaching Week 11	
16	14-Dec-09	Teaching Week 12	
17	21-Dec-09		Break between teaching terms 4 weeks (as at present)
18	28-Dec-09	Christmas Period	
19	04-Jan-10		
20	11-Jan-10		
21	18-Jan-10	Teaching Week 1	Hilary Term begins
22	25-Jan-10	Teaching Week 2	
23	01-Feb-10	Teaching Week 3	
24	08-Feb-10	Teaching Week 4	
25	15-Feb-10	Teaching Week 5	
26	22-Feb-10	Teaching Week 6	
27	01-Mar-10	Teaching Week 7	
28	08-Mar-10	Teaching Week 8	
29	15-Mar-10	Teaching Week 9	
30	22-Mar-10	Teaching Week 10	
31	29-Mar-10	Teaching Week 11	Easter Week.
32	05-Apr-10	Teaching Week 12	Hilary Term ends.
33	12-Apr-10	Revision	Trinity Term begins
34	19-Apr-10	Revision	
35	26-Apr-10	Annual Examinations 1	**Annual Examination period:** 4 weeks at present followed by 4 weeks for marking, examiners' meetings, publication of results, Courts of First Appeal and Academic Appeals. In practice this activity is likely to extend up to the end of statutory term.
36	03-May-10	Annual Examinations 2	
37	10-May-10	Annual Examinations 3	
38	17-May-10	Annual Examinations 4	
39	24-May-10	Marking/Courts of Examiners/Results	
40	31-May-10	Marking/Courts of Examiners/Results	
41	07-Jun-10	Marking/Courts of Examiners/Results	
42	14-Jun-10	Marking/Courts of Examiners/Results	Statutory (Trinity) Term ends
43	21-Jun-10	Courts of First Appeal/Academic Appeals	
44	28-Jun-10		
45 to 52	05-Jul-10 to 23 August 10	Postgraduate dissertations/theses / Research 1-8	Eight weeks between end of statutory (Trinity) term and commencement of statutory (Michaelmas) term. This period is also used for writing up Masters dissertations and research theses due for submission in September.

Appendix K
Gold Medals
Recommended Criteria for the Award of a Gold Medal

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES		
Biblical and Theological Studies	73% or 75%	Category 5
Business Studies	73%	Category 3
Business Studies and a Language	73%	Category 3
Classics	73% or 75%	Category 5
Clinical Speech and Language Studies	75%	Category 2
Computer Science, Linguistics and a Language	73%	Category 4
Drama and Theatre Studies	73% or 75%	Category 5
Economic and Social Studies	73%	Category 3
Education (honors 4th year)	73%	Category 3
Early and Modern Irish	73% or 75%	Category 5
English Studies	73% or 75%	Category 5
European Studies	73%	Category 3
Germanic Languages	73%	Category 3
History	73%	Category 3
History and Political Science (course taken equally for 4 years)	73%	Category 3
History and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Law	73%	Category 3
Law and French	73%	Category 3
Law and German	73%	Category 3
Mental and Moral Science	73% or 75%	Category 5
Music	73% or 75%	Category 5
Music Education	73%	Category 3
Philosophy and Political Science (course taken equally for four years)	73%	Category 3
Philosophy and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Psychology	73% or 75%	Category 5
Social Studies	73%	Category 3
Sociology & Social Policy	73%	Category 3
Theology (honors 4th year)	73%	Category 3
FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE		
Chemistry with Molecular Modelling	75%	Category 2
Computational Chemistry	75%	Category 2
Computational Physics	75%	Category 2
Computer Science (BA)	80%	Category 1
Computer Science (BSc)	80%	Category 1
Engineering	80%	Category 1
Engineering - Double Diploma	80%	Category 1
Human Genetics	75%	Category 2
Information and Communications Technology	80%	Category 1
Information Systems (BSc) (hons)	80%	Category 1
Management Science & Information Systems Studies	75%	Category 2
Manufacturing Engineering with Management Science	80%	Category 1
Mathematics	80%	Category 1
Medicinal Chemistry	75%	Category 2
Science	75%	Category 2
Physics and Chemistry of Advanced Materials	75%	Category 2
Theoretical Physics	80%	Category 1
FACULTY OF HEALTH SCIENCES		
Dental Science	75%	Category 2
Human Nutrition & Dietetics	80%	Category 7
Medicine	70%	Category 6
Midwifery (BSc)	75% *	Category 2
Nursing (BSc)	75% *	Category 2
Nursing Studies (BSc Cur)	75% *	Category 2
Occupational Therapy	75%	Category 2
Pharmacy	75%	Category 2
Physiotherapy	75%	Category 2
Radiation Therapy	75%	Category 2
MULTI-FACULTY		

Appendix K
Gold Medals
Recommended Criteria for the Award of a Gold Medal

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
Business and Information Technology	80%	Category 1
Two Subject Moderatorship - Pattern A	73%	Category 3
Two Subject Moderatorship - Pattern A/B	73% or 75%	Category 5
Two Subject Moderatorship - Pattern B	73% or 75%	Category 5
Two Subject Moderatorship - Pattern C	73% or 75%	Category 5
Current Criteria as approved by Board, 5 April 2006		
Category 1: Overall mark of 80% and above		
Category 2: Overall mark of 75% and above		
Category 3: Overall mark of 73% and above where all papers have a mark of 70% and above		
Category 4: Overall mark of 73% and above, OR a first class result in each component of the degree		
Category 5: Courses which have a two part Moderatorship. Moderatorship Part 1 = 70% and above (overall); Moderatorship Part 2 = 73% and above (overall) where all papers have a mark of 70% and above, OR 75% and above (overall)		
Category 6: Overall mark of 70% and above		
Category 7: Overall mark of 80% and above		
* with permission to carry one subject at between 60% and 69%		

APPENDIX L: ACTIVITIES OF THE SAS USER SUPPORT UNIT IN 2008-09

- **CMIS training -** 39 members of staff were trained in the use of the timetabling element of CMIS, and 6 members of staff were trained in the use of the room booking element of CMIS.
- **Postgraduate Application System (PAC):** This system went live in April 2008 and is now being used to manage all taught postgraduate course applications.
- **Two Subject Moderatorship (TSM) course:** An extensive review of the TSM core hours allocated to freshman TSM subjects was conducted by the SAS User Support Unit in conjunction with the TSM Office. This review was undertaken so that further core hours could be identified for the new TSM combination Film Studies and Music. This review was quite extensive and resulted in a revised set of core hours being implemented with effect from 2008/2009.
- **Diploma and Certificate printing:** Heretofore, the production of diplomas and certificates has been conducted by School / Discipline offices. In order to streamline processes, a centralised diploma and certificate production system has been written by the SAS User Support Unit using MS Access software. This went live on a pilot basis in 2007/2008.
- **Projection of student records database to a new academic year (PCSF):** The software used to project student records from one academic year to the next was old and almost impossible to maintain. It did not meet the needs of users and required extensive maintenance of student records following their projection. This software was rewritten by MIS following extensive business analysis conducted by the SAS User Support Unit. Once the software was written and user acceptance tested, an extensive reporting suite was written by the SAS User Support Unit, using MS Access, to enable staff of the Student Records Office to analyse the records that had been projected and verify that they had been projected correctly.
- **Court of First Appeal**: Following extensive liaison with School Administrators, the methodology for processing Court of First Appeal cases was reviewed and streamlined such that the paper based method for processing cases was replaced with the submission of cases via email on agreed forms. All decisions relating to student cases are also communicated via email in an agreed format. The SAS User Support Unit conducted the analysis in respect of this business process form, designed the form and agreed the methodology for its submission.
- **Bologna Agreement - Course Structure:** Advice and assistance was given to many Schools in relation to the revision of course structures such that they became Bologna compliant – e.g. that all course years had the appropriate number of modules in multiples of 5 ECTS. In particular, work was conducted on Natural Sciences related courses, courses in the School of Languages, Literatures and Cultural Studies, the School of Medicine, and the School of Pharmacy & Pharmaceutical Sciences. A large proportion of Schools are now delivering Bologna compliant courses.
- **Examination system:** The centralised College examination system is used for the collation of examination marks for Science related courses; Pharmacy courses, the Two Subject Moderatorship course (TSM); and Business, Economic & Social Studies related courses. This system was amended by MIS to accommodate Bologna agreement compliance changes in the TSM marking structure; and some minor reporting changes for BESS courses. The SAS User Support unit conducted the analysis required for these changes and subsequently tested and signed off on the changes made.
- **Office of the Vice Provost Website:** Following the implementation of the new academic structures which became effective on 13 July 2008, the Senior Lecturer's Area website was restructured and mapped onto a website for the Office of the Vice Provost. This website will be re-designed in due course.
- **Alumni / Proctors' Office:** Heretofore, almost all degree certificates required more than one signature – that of the Registrar and at least one other Professorial signature. Following some streamlining, it was agreed that the signature of the Registrar only would suffice on almost all degree certificates. The SAS User Support Unit conducted the business analysis and user acceptance testing to ensure that the removal of other signatures by MIS was successfully conducted.

- **Recurrent Grant Allocation Model:** The SAS User Support Unit conducted business analysis on behalf of the Senior Lecturer's Office and devised a model for efficiently collating FTSE data for subsequent input into the College's Recurrent Grant Allocation Model. This was facilitated through the extraction of data from the CMIS system.
- **Course evaluation survey system:** The SAS User Support Unit assisted the Centre of Academic Practice and Student Learning (CAPSL) in sourcing a suitable replacement for its legacy system. The replacement system, SNAP, provides for more user flexibility in terms of having the ability to tailor questionnaires as and when required, and to produce both paper based and online surveys. The paper based facility is currently being piloted in some schools.
- **Disability Service and Timetables & Examinations Office:** The SAS User Support Unit has worked with both the Disability Service and the Timetables & Examinations Office with a view to identifying a more efficient and effective methodology for the submission of information in respect of examination accommodations that are required for students with disabilities and their subsequent scheduling. An optimal solution has been identified which involves the use of a CMIS data import facility and MS Access. Sign off on the solution is awaited, following which implementation will take place.
- **Software change requests:** Quite a number of systems change requests were submitted to MIS for programming. These included change requests for the Student Records system, the registration system, PPSN validation, the International Office, the undergraduate Admissions Office website and the Student Information System. All such change requests were analysed, tested and signed off by the SAS User Support Unit.