



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

**The 21st Annual Report of the
Senior Lecturer / Dean of Undergraduate
Studies**

2015/2016

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Senior Lecturer / Dean of Undergraduate Studies' Annual Report 2015/16

A. INTRODUCTION AND OVERVIEW

Introduction

This is the twenty-first Senior Lecturer's Annual Report to the University Council providing data on undergraduate students and developments in the area of undergraduate studies. The report provides the University Council, and the wider College community, with the statistical information needed to make informed policy decisions about undergraduate education in the College and assists in the process of review and evaluation. This is the first year, in which data on applications and admissions relating to the 2016-17 will be provided to Council under separate cover.

The statistical data presented in this report covers the period 2015-16.

The Role of the Senior Lecturer/Dean of Undergraduate Studies

The Senior Lecturer/Dean of Undergraduate Studies is the academic officer with responsibility for undergraduate admissions, as well as for the progression and examination of undergraduate students. The Senior Lecturer is administratively supported by staff in the Office of the Vice-Provost, Trinity Teaching and Learning and the Academic Registry.

Undergraduate Studies Committee

The Undergraduate Studies Committee (USC) is an academic committee of the University Council and is chaired by the Senior Lecturer/Dean of Undergraduate Studies. It was established in October 2008 and amalgamates the work of the old Undergraduate Teaching and Learning Committee, and the Centre for Academic Practice and Student Learning Committee. The membership and terms of reference of the committee can be found online at www.tcd.ie/vpcao/council/undergraduate_studies.php.

In 2015/16, there were nine meetings of the Undergraduate Studies Committee. Minutes of these meetings are available at <http://www.tcd.ie/teaching-learning/council/usc.agenda-minutes.php>. During the year the Committee discussed a number of areas of interest to the general College community, including the following:

The Trinity Education Project

During the year much work was done in various fora to progress the objectives of the Trinity Education Project. In the course of the academic year 2015-16, there was extensive discussion on the Trinity graduate attributes, leading to the articulation of four attributes: to think independently, to communicate effectively, to develop continuously, to act responsibly.

A set of curriculum principles to underpin the design and delivery of all undergraduate curricula across the university together with a new programme architecture, primarily for courses in the

Arts, Humanities and Social Sciences, were developed. The new architecture sought to provide inter alia a balance between depth and breadth, greater flexibility in pathway choice, and to decouple entry and exit routes. Work also continued on implementation of the recommendations of the TR071 review in relation to the development of a new Science course architecture and, within this structure, a suite of new undergraduate science programmes. An architecture for clinical programmes, to include interprofessional learning, was agreed. Alongside this, a new academic year structure, which provided for assessment at the end of each semester and reduced the number of assessment weeks, evolved through multiple iterations. The new academic year structure was intrinsically linked to the proposed assessment framework which sought to bring about a shift away from the dominant paradigm of assessment *of* learning to assessment *for* and *as* learning.

The Graduate Attributes, the curriculum principles, the programme architecture for AHSS, Science and Clinical programmes, the new academic year structure and the assessment framework were all approved by Council by the end of the 2015-16 academic year.

The Revised Common Points Scale

With the introduction in 2017 of new broader grading bands for the Leaving Certificate, revision of the Common Points Scale for entrance to HEIs was necessary. Development of the revised scale was undertaken by the Irish Universities Association's Task Group on Reform of University Selection and Entry (TGRUSE) on the basis of a number of principles agreed by the HEIs. A final proposal was presented to Council for approval in September 2015. Significant input in terms of the design and testing of the models considered by TGRUSE was undertaken by Professor David Wilkins from Trinity's School of Mathematics. The main features of the approved scale included: moderate non-linearity, which successfully distributes students across the points range, thereby addressing the issue of random selection; moderate convexity with the increments slightly increasing at the higher end of the scale, which marginally favours students with an uneven grade profile over those with an even grade profile, although within academically justifiable boundaries; incentivisation of students to engage with higher level curricula; award of points for the H7 grade, without over-rewarding this level of achievement; acceptance of the H7 grade for matriculation purposes.

The revised Common Points Scale was approved by Council at an extraordinary meeting on 2 September 2015. It will apply to students seeking entry to third-level Colleges in 2017.

Widening Participation Strategy

The Trinity Strategic Plan 2014-2019 states as goal one of the pillar 'Strengthen Community', under the rubric of Access and Participation that it will continue "to enrol high performing students from diverse backgrounds who can benefit from the distinctive education that Trinity provides". The stated objective is to increase access quota to 25% from the level of 22% in 2014-15.

In February 2016, USC considered a paper prepared by the Senior Lecturer/Dean of Undergraduate Studies, the Director of the Disability Office, the Mature Student Officer and the Director of TAP that provided an overview of the current status of the Widening Participation Groups in terms of numbers and access routes and presented information on a range of external factors relating to access, participation and progression of students from these groups, including the National Access Plan 2015-19. The paper also proposed a range of measures to help Trinity to

increase the percentage of under-represented student groups and to fulfil the objectives set by the National Access Plan 2015-2019. These included prioritisation of particular student groups, exploring the opening up of new Further Education to Higher Education pathways, and the development of a Recognition of Prior Learning (RPL) policy. Directors of Undergraduate Teaching and Learning discussed the proposals and approved the establishment of a working group/taskforce to progress the measures proposed in the paper.

Recognition of Prior Learning Policy

Recognition of Prior Learning (RPL) forms a critical component of EU policy in relation to widening participation to higher education and in supporting lifelong learning.

In December 2015, a working group, chaired by the Dean of Graduate Studies and the Senior Lecturer/Dean of Undergraduate Studies was established to define a policy position for Trinity with respect to the recognition of prior formal, non-formal and informal learning, taking into account current practice in relation to:

- Undergraduate and postgraduate admission;
- Credit exemption.

The working group comprised Directors of Teaching and Learning UG and PG from the three faculties, together with colleagues from Trinity Teaching and Learning.

In the course of its work, the group examined practice nationally, including a number of strategic documents relating to good practice in this area including *Recognition of Prior Learning (RPL) in the University Sector* (2011) and *A Current Overview of Recognition of Prior Learning (RPL) in Irish Higher Education* (2015). In addition, it sought information on current RPL practice in Trinity through a survey which was facilitated by the Directors of Teaching and Learning UG and PG.

The policy, which supports recognition of prior learning at point of entry and post-admission and, with this, the widening participation agenda was discussed and approved by USC and GSC and, subsequently, by Council in April 2016.

Trinity/Intel Agreement

This new award is the result of a unique collaboration between Trinity College Dublin and Intel. It is open to Junior Sophister students from the Schools of Engineering, Mathematics, Physics, Chemistry, Computer Science and Statistics. It increases students' career readiness by enabling them to recognise and articulate the [Trinity Graduate Attributes](#) achieved as part of their academic, co-curricular and extra-curricular activities, while also equipping them with a set of specific employability skills to help them secure a job in the engineering and technology sector and succeed in the workplace.

The series of workshops run by the Careers Advisory Service, Student Learning Development and Intel, will provide the opportunity to use problem-solving methodologies and apply learning to work-related situations. They will further enhance students' personal and professional development through experiential learning and critical-thinking, and help to ensure students develop the attributes needed to excel in their career.

All participants who successfully complete the full Employability Award programme will receive a certificate of recognition. Two overall winners will receive a cash prize of €2.5k and six finalists will receive an Intel powered device.

Scholarship

In 2015-16, 51 new Foundation and Non-Foundation Scholars were elected, compared with 68 in 2014-15. In terms of gender breakdown, 25 scholarships were awarded to females and 26 to males (in 2014-15 the gender breakdown was 32 female and 36 male). Although the number of female students who apply and achieve Scholarship is lower than the number of male students, the percentage of attendees achieving Scholarship is higher for female students than their male counterparts. In 2015/16, 13.3% of female attendees were awarded Scholarship in comparison to 10% of male attendees.

For the first time, in 2015-16 all programmes were required to have a minimum of 25% of the overall Scholarship mark that is 'general', i.e., discipline-related, but going beyond the set curriculum. Further, to be eligible for Scholarship, candidates – alongside the requirement of an overall first – were required to obtain a majority of first class marks with remaining paper(s) achieving a mark of 65% or above.

Whilst it would be premature to draw any conclusions on the impact of both the general paper/section(s) and the 65% threshold on the number of scholarships awarded on the basis of one year's data, further information was sought from Schools after the completion of the Scholarship process for 2015-16 in relation to the former requirement. A survey was thus sent to all Foundation Scholarship Representatives for each degree course in order to obtain their views on the introduction of the general paper and/or section(s). Specifically, respondents were invited to comment on how the general paper/section(s) worked in their programme/s and how students performed in these. Fifty-nine responses were received, of which 21 were positive, noting an improvement in performance, that students responded well to the question/s and that the general component merged easily into the assessment structure; 5 were negative, noting that students performed worse in the paper or sections and that there were difficulties with implementation; 31 were neutral, noting that they were unable to tell from the first year of implementation, that they already had a general component as part of their scholarship examination and that they were unable to isolate the 'general' from the overall examination. Two responses were received without comment/where there were no scholarship candidates.

Further monitoring will take place after the 2016-17 Scholarship cycle.

New Course Proposals

In 2015-16, the Undergraduate Studies Committee discussed and recommended the following new course proposals and modules, which were subsequently approved by the University Council:

- B.A. (Mod.) in Middle Eastern and European Languages and Cultures (Level 8)
- B.Sc. in Physiotherapy (joint degree with Singapore Institute of Technology) (Level 8)
- TAP Foundation Course (comprising significant curriculum revisions) (Level 6)
- International Foundation Programme (delivered in Marino Institute of Education) (Level 6)
- Certificate in Arts, Science and Inclusive Applied Practice (Level 5)
- Module in Contemporary Global Politics (Brown Summer School) (10 ECTS credits)

International Foundation Programme

As part of the Strategic Plan 2014-19, Trinity has committed to increasing the number of non-EU students from 7.8% in 2012 to 18% in 2019. USC discussed the proposal for a one year pre-undergraduate programme, which will prepare participants to undertake full time undergraduate studies at Trinity in a defined range of programmes. The programme replaces the foundation programme delivered by Study Group International (SGI) and seeks to provide a more tailored and academically robust preparation for full-time undergraduate studies at Trinity.

The programme is targeted at applicants from regions of the world where the secondary school leaving qualification does not allow students to qualify for direct admission into Trinity undergraduate programmes. Students successfully completing the programme will also receive the Certificate in International Foundation Studies for Higher Education, a special purpose award aligned to Level 6 of the National Framework of Qualifications (NFQ). The programme will be delivered by Marino Institute of Education and validated by Trinity. It will be overseen by the Associated Colleges Degrees Committee (ACDC) in terms of academic quality. The programme, scheduled to commence in September 2016, will seek to recruit approximately 30 non-EU students in the first year. The structure and content is based on the Trinity Access Programme foundation modules and tailored to the particular needs of this cohort of students with input from the academic staff from the destination Trinity programmes. Students will be assigned to one of two streams - Business and STEM – taking core modules in Mathematics and English for Academic Purposes and electives in laboratory sciences or social sciences depending on their pathway.

The programme proposal was approved by Council in January 2016.

Student Cases

The Senior Lecturer/Dean of Undergraduate Studies has responsibility for deciding on undergraduate student cases. In 2015-16, 2,233 decision memoranda were issued compared with 3118 decision memoranda in 2014-15. Noteworthy are the periods before and after the annual examinations in May and July and around the supplementals in September. During 2015-2016, responsibility for managing Student Cases transferred from Trinity Teaching and Learning to the Academic Registry, where there is a dedicated and integrated team which processes all undergraduate and postgraduate student cases. This has resulted in a reduction in the processing time for student cases. Greater visibility on the status of all student cases is provided on a monthly basis through the Academic Registry's KPI report.

The volume of appeals after the supplemental examinations has given cause for concern over the past number of years. In 2015, 201 cases were heard by Courts of First Appeal post publication of the supplemental results. This figure represents a slight decrease over 2014 and 2013, when 216 and 226 cases respectively were heard by the Courts of First Appeal. By contrast, the number of cases heard by Academic Appeals after the supplementals increased from 15 in 2013 to 37 in 2014 and 50 in 2015. Exceptionally, 29 of the cases in 2015 had not been heard by a Court of First Appeal. A discussion took place on 13 October 2015 at USC about the reasons for the bypassing of the Courts of First Appeal by so many appellants and their tutors, and the reasons for the multiple blockages which occur post-publication of the supplemental examination results. It was decided to establish a working group to look into these issues and to propose interim solutions to address the problems.

The working group, which was chaired by the Senior Lecturer/Dean of Undergraduate Studies, proposed a number of recommendations, which were subsequently approved by Council in January 2016. They included a list of 'exceptional circumstances' in support of an *ad misericordiam* appeal, guidelines for documentary evidence required in support of *ad misericordiam* appeals, the delegation of authority to the Courts of Examiners to take particular decisions on exclusions and deferrals within clearly defined parameters, and the implementation of 'Noting' at Courts of First Appeal in the Freshman years.

Information on the role and powers of Courts of First Appeal and Academic Appeals was also expanded in order to bring greater clarity to tutors, appellants and Chairs in relation to what these Courts may/may not do.

In 2015-16, the number of cases coming to Courts of First Appeal (Table D4 (a)) at the supplemental session decreased slightly to 180 (201 in 2014-15), although the number of cases going to Academic Appeals (Table D4 (b)) at the supplemental session remained at an elevated level: 49 cases (50 in 2014-15), of which 19 bypassed Courts of First Appeal.

Whilst the decrease in the number of cases being brought to supplemental Courts of First Appeal was small, overall it was felt that the new regulations had impacted positively on the processing of cases, in particular, the clarification provided by the documentation on exceptional circumstances and evidence. Changes to the forms which are used to communicate the recommendations of Courts of First Appeal to the Senior Lecturer/Dean of Undergraduate Studies had also helped to speed up the turnaround time for decisions. However, it was apparent that not all tutors and Chairs of Courts of First Appeal had fully internalised the new requirements and that more communication with all stakeholders would have to be undertaken during 2016-17. It is also recognised that the changes will take time to bed down and that their impact may be more tangible during the 2016-17 academic year.

Award of Gold Medals

In 2015-16, 100 students achieved a gold medal. This represented a significant increase from 67 in 2014-15. The number of students achieving a Gold Medal has shown fluctuation year on year, with, for example, only 49 awards made in 2013-14. Whilst the criteria for award were reviewed in 2011, they remain complex and will need to be revisited as part of the decisions around the new progression regulations within the context of the Trinity Education Project.

Retention and Progression

A retention rate of 95% was achieved, which was the same as in 2014/15. This figure exceeds the target of 90% in the 2014-19 Strategic plan. It includes those students who progressed to the Senior Fresh year (89.62%), those who repeated the Junior Fresh year (1.8%) and those who transferred to another course within College (3.86%). Detailed information is provided in Table F5 (b). Non-EU, access route, and part-time students show proportionally higher representation (>5%) in the non-retained category, which is of relevance for initiatives such as the International Foundation Programme and the Widening Participation Strategy.

In terms of progression, 94% of new entrant students in full-time degree courses were successful in their annual or supplemental examinations; this is the same as in 2014/15.

External Examiners

The external examiner process is an integral part of the quality assurance of programmes in Trinity. As noted in the 2014-15 Senior Lecturer's Annual Report, a new report template was developed in consultation with the Senior Lecturer/Dean of Undergraduate Studies, the Dean of Graduate Studies and the Senior Academic Developer (CAPSL), with further input from nominees of the Deans prior to circulation to USC and GSC. The new report template has been in use for the 2015/16 academic year and provides enhanced information for programmes and subjects. In 2015-16, 85% of reports had been received at the point of data capture for this report, compared with 77% in 2014-15.

B. STUDENT POPULATION

In total, there were 17,511 registered students in 2015/16 (17,080 in 2014/15). Of these, approximately 79% were from the island of Ireland, 9% from other EU countries, 5% from North and Central America and 7% from other parts of the world (including non-EU countries in Europe). The student population was 58% female and 42% male. A total of 12,683 (72.4 %) were registered on undergraduate programmes, 4,769 (27.2%), on postgraduate programmes, and 59 (0.3%) on foundation courses.

Distribution of student population by Domicile 2015/16

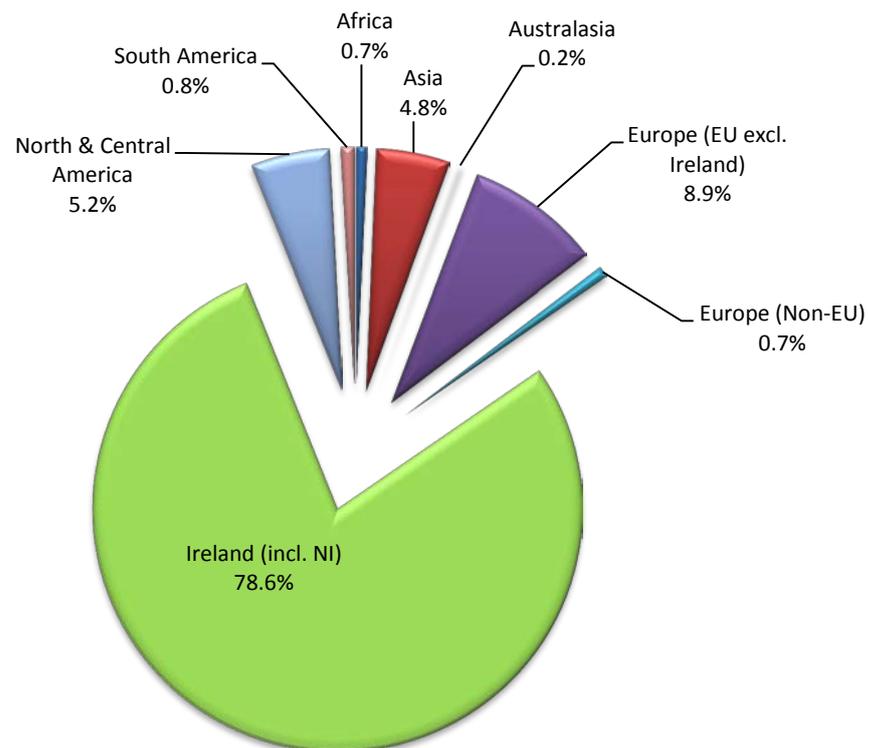
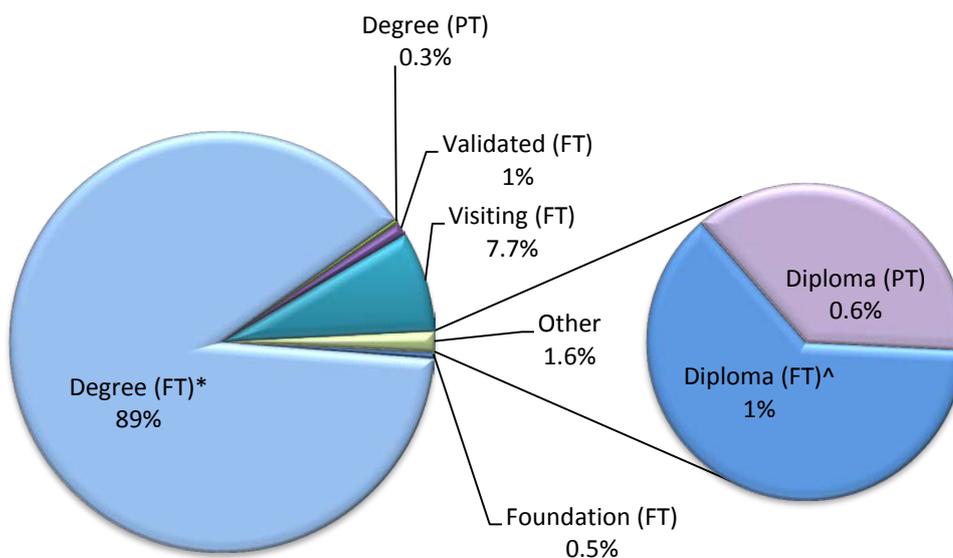


Table B1: Domicile distribution of the student body

	Number of Students 2015/16	% Distribution 2015/16	% Distribution 2014/15
Africa	114	0.7%	0.6%
Asia	842	4.8%	4.3%
Australasia	41	0.2%	0.2%
Europe (EU excl. Ireland)	1,566	8.9%	8.1%
Europe (Non EU)	128	0.7%	0.9%
Ireland (incl. NI)	13,760	78.6%	80.5%
North & Central America	912	5.2%	4.8%
South America	148	0.8%	0.8%
TOTAL:	17,511	100%	100%

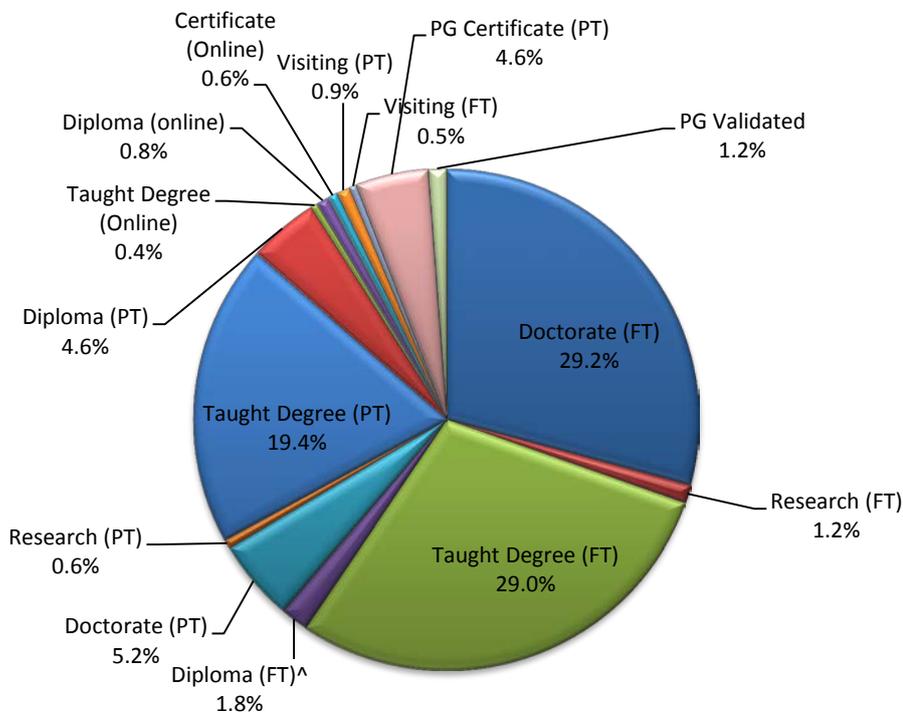
Percentage of undergraduate students by category 2015/16



*Includes UG Integrated Programmes

^Includes Professional Diplomas

Percentage of Postgraduate students by category 2015/2016



^ Includes Higher Diplomas

Gender breakdown of student population 2015/16

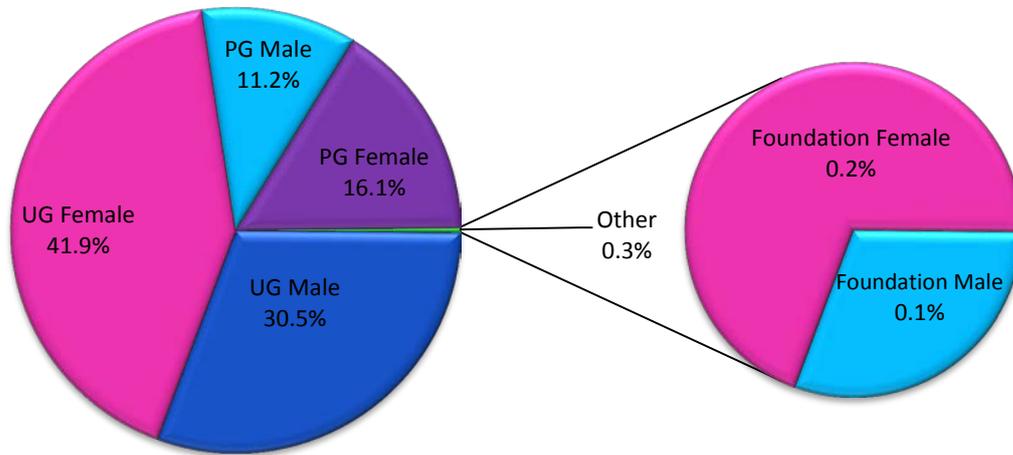


Table B2: Student Numbers 2015/16

Students		Mode of Attendance		
UG/PG	Course Group Full Name	On-line	Part-time	Full-time
Foundation	Foundation	0	0	59
	Sub-total	0	0	59
	Total	59		
Postgraduate	Doctorate	0	250	1,394
	Research	0	28	57
	Taught Degree	21	927	1,382
	Diploma	37	217	24
	Validated	0	0	55
	Certificate	30	221	0
	Higher Diploma	0	0	62
	Professional Diploma	0	0	0
	Visiting		41	23
	Sub-total	88	1,684	2,997
Total	4,769			
Undergraduate	Integrated Masters	0	0	1,147
	Degree	0	42	10,183
	Validated	0	0	127
	Diploma	0	74	85
	Professional Diploma	0	0	40
	Visiting		0	985
	Sub-total	0	116	12,567
Total	12,683			
Sub-totals	On-Line		88	
	Part-time		1,800	
	Full-time		15,623	
GRAND TOTAL			17,511	

Table B3: Distribution of 2015/16 Undergraduate Registered Students by province and county of home address*

Province		County/City of home address	No. students	Total
Connaught		GALWAY	229	
		LEITRIM	37	
		MAYO	163	
		ROSCOMMON	90	
		SLIGO	103	
		Sub-total:		
Leinster	Dublin	DUBLIN CITY	3377	
		DUBLIN COUNTY	1496	
	Rest of Leinster	CARLOW	72	
		KILDARE	614	
		KILKENNY	153	
		LAOIS	83	
		LONGFORD	66	
		LOUTH	184	
		MEATH	535	
		OFFALY	101	
		WESTMEATH	175	
		WEXFORD	175	
		WICKLOW	473	
		Sub-total:		
Munster		CLARE	111	
		CORK	307	
		KERRY	166	
		LIMERICK	146	
		TIPPERARY	181	
		WATERFORD	142	
		Sub-total:		
Northern Ireland		ANTRIM	73	
		ARMAGH	10	
		DERRY	26	
		DOWN	44	
		FERMANAGH	11	
		TYRONE	17	
		Sub-total:		
Ulster (3 counties in the Republic)		CAVAN	113	
		DONEGAL	179	
		MONAGHAN	102	
		Sub-total:		
Grand Total				9754

*For those who have Irish city/county home addresses only, Nationality of students may not necessarily be Irish

C. ACADEMIC STAFF

Staff / Student Ratios

Staff/Student ratios in 2015/16 ranged from 1:18 in the Faculty of Health Science and the Faculty of Engineering, Mathematics and Science, to 1:22 in the Faculty of Arts, Humanities and Social Sciences. The overall College ratio was 1:19 (1:19 in 2014/15). Undergraduate and postgraduate students are included in the staff/student ratio data.

Further details are provided in tables C1 – C4.

FTE (full-time equivalent) Calculation

- (i) The staff FTE is calculated against a formula long prescribed by the HEA, which requires the inclusion of all **full-time academic staff**, irrespective of funding source, the **FTE of part-time and hourly-paid teaching staff** and the **FTE of demonstrators**.
- (ii) Staff FTEs are produced annually by HR as at 1st January; data is provided by Department within School. These figures, together with explanatory notes as appropriate, are sent to individual School Administrators for verification. Queries raised by Schools are discussed and resolved with HR before the staff: student ratio is calculated.
- (iii) The FTE for part-time and occasional teaching staff, and for demonstrators, is calculated against the total pay costs incurred by Schools and Departments in the previous complete financial year. It is the responsibility of Departments and Schools to ensure that casual academic staff and demonstrators are correctly coded, so that the correct factors, described at (iv) and (v) below, are applied
- (iv) The factor applied to the calculation of the part-time teaching staff is 100% of the value of the 11th point of the Lecturer scale.
- (v) The factor applied in the calculation of the FTE of Demonstrators is 100% of the value of the full-time salary of Demonstrators (i.e. the current rate for Demonstrators in Anatomy).
- (vi) In certain instances where no 'department' exists – e.g. the Biology Teaching Centre – the FTE of the whole-time Director and of the occasional Demonstrators is divided and allocated among cognate Departments. The proportion of FTE allocated to each Department is a matter determined by the Faculty.

STAFF/STUDENT RATIOS 2015/16
Summary of Analysis

Table C1

FACULTY 2015/16	STAFF FTE	STUDENT FTE				Ratios 2015/16	Ratios 2014/15	Ratios 2013/14	Ratios 2012/13
		Undergraduate	Postgraduate Taught	Postgraduate Research	Total				
Arts, Humanities & Social Sciences	351.41	5528.74	1586.17	694.74	7809.65	22	23	23	22
Engineering, Mathematics and Science	269.66	3574.92	407.15	750.66	4732.73	18	17	17	16
Health Sciences	237.86	3120.18	680.78	352.00	4152.96	18	15	16	15
COLLEGE	858.93	12,223.84	2,674.10	1,797.40	16,695.34	19	19	19	18

STAFF/STUDENT RATIOS 2015/16

Faculty of Arts, Humanities and Social Sciences

Table C2

RATIOS 2012/13	RATIOS 2013/14	RATIOS 2014/15	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor		Demonstrators FTE	STAFF FTE	STUDENT FTE				RATIOS 2015/16
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE			Total	Undergraduate	Postgraduate Taught	Postgraduate Research	
29	33	31	School of Business Studies	2.20	3.20	10.20	13.00	6.88	2.60	38.08	650.17	314.03	40.50	1004.70	26
			School of Drama, Film and Music												
23	31	31	Drama, Film and Theatre Studies	1.00		2.00	7.00	0.80		10.80	284.25	35.00	21.00	340.25	32
15	15	13	Music	1.00		1.00	4.00	0.41		6.41	75.34		11.00	86.34	14
20	24	24	Total	2.00	0.00	3.00	11.00	1.21	0.00	17.21	359.59	35.00	32.00	426.59	25
27	27	23	School of Education		1.00	2.50	17.00	2.54		23.04	17.19	418.00	76.00	511.19	22
23	24	21	School of English	1.00	4.00	5.00	13.00	3.05	1.01	27.06	427.00	80.10	57.00	564.10	21
			School of Histories and Humanities												
8	16	13	Centre for Gender and Womens Studies				1.00	0.11		1.11	0.27	7.27		7.54	7
20	19	20	Classics	2.00	1.00	2.00	3.00	0.32	0.04	8.36	145.37	7.20	15.00	167.57	20
24	27	24	History (formerly Medieval History and Modern History as separate departments)	5.00	4.00	5.00	6.70	0.88		21.58	415.69	42.95	51.00	509.64	24
29		23	History of Art			3.00	3.65	0.26		6.91	133.03	11.13	19.00	163.16	24
23	23	23	Total	7.00	5.00	10.00	14.35	1.57	0.04	37.96	694.36	68.55	85.00	847.91	22
			School of Languages, Literature and Cultural Studies												
			European Studies				1.00			1.00					
21	24	21	French			1.00	7.00	0.91	1.60	10.51	204.78	4.54	1.00	210.32	20
14	13	13	Germanic Studies	1.00		2.00	4.00	1.30	0.27	8.57	112.30	4.52	7.00	123.82	14
17	17	22	Hispanic Studies				4.00	0.62	2.04	6.66	119.36	2.37	3.00	124.73	19
16	15	15	Irish & Celtic Languages	1.00			4.00	0.22	0.00	5.22	75.68	2.47	4.00	82.15	16
14	17	17	Italian		1.00	1.00	1.00	0.55	0.33	3.88	47.07	4.28	3.00	54.35	14
	23	17	Near & Middle Eastern Studies				3.00	0.22	0.00	3.22	40.30	0.27	8.00	48.57	15
9	10	11	Russian & Slavonic Studies			1.00	3.50	0.74	0.87	6.11	45.45	7.38	4.00	56.83	9
16	16	16	Total	2.00	1.00	5.00	27.50	4.56	5.11	45.17	644.94	25.83	30.00	700.77	16
33	33	34	School of Law	3.20	1.00	7.40	10.32	3.31		25.23	695.74	118.06	55.00	868.80	34
			School of Linguistic, Speech and Communication Sciences												
14	13	15	Centre for Language and Communication Studies		3.00	3.00	9.23	0.41		15.64	140.16	46.01	31.00	217.17	14
18	21	19	Clinical Speech & Language Studies			4.00	4.00	0.52		8.52	92.59	18.90	11.00	122.49	14
12	15	16	Total	0.00	3.00	7.00	13.23	0.93	0.00	24.16	232.75	64.91	42.00	339.66	14
14	16	14	School of Psychology	5.00	1.00	5.00	16.43	2.59	0.07	30.09	187.08	121.33	143.00	451.41	15
			School of Social Sciences and Philosophy												
36	30	39	Economics	1.00		3.00	8.50	0.76	2.16	15.42	556.95	25.00	34.24	616.19	40
23	23	25	Philosophy	1.00		3.00	2.00	0.48	0.80	7.28	171.04		9.00	180.04	25
23	30	29	Political Science	1.20	1.00	1.00	6.00	1.15	1.00	11.35	309.56	31.36	17.00	357.92	32
31	33	37	Sociology	1.00		1.00	7.50	0.72		10.22	310.75	27.46	20.00	358.21	35
29	29	34	Total	4.20	1.00	8.00	24.00	3.11	3.96	44.27	1348.30	83.82	80.24	1512.36	34
17	17	16	School of Social Work and Social Policy	1.00	3.00	2.00	12.65	3.94		22.59	196.51	131.50	28.00	356.01	16
			School of Religions, Theology and Ecumenics												
14	10	12	Irish School of Ecumenics			0.01	9.00	0.45		9.46	1.29	76.76	16.00	94.05	10
39	32	36	Religions & Theology		1.00		2.00	0.86		3.86	64.65	48.00	8.00	120.65	31
	4	3	Loyola Institute	1.00			2.00	0.24		3.24	9.17	0.28	2.00	11.45	4
23	15	17	Total	1.00	1.00	0.01	13.00	1.55	0.00	16.56	75.11	125.04	26.00	226.15	14
22	23	23	FACULTY	28.60	24.20	65.11	185.48	35.23	12.79	351.41	5528.74	1586.17	694.74	7809.65	22

Faculty of Engineering, Mathematics and Science

RATIOS 2012/13	RATIOS 2013/14	RATIOS 2014/15	SCHOOLS & DEPARTMENTS	STAFF FTE						STAFF FTE Total	STUDENT FTE				RATIOS 2015/16
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Demonstrator s FTE		Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
16	15	17	School of Biochemistry & Immunology	4.50	1.00	7.00	7.50	0.03	0.16	20.19	259.36	21.33	86.00	366.69	18
18	20	21	School of Chemistry	6.00	5.00	2.00	8.00	0.40	1.52	22.92	367.34	1.06	102.00	470.40	21
			School of Computer Science and Statistics												
15	16	15	Computer Science	4.20	3.00	6.15	33.97	4.97	3.93	56.22	609.03	114.00	183.16	906.19	16
17	19	22	Statistics	0.00	1.50	2.00	4.00	0.26	0.13	7.89	148.25	44.68	9.00	201.93	26
15	16	16	Total	4.20	4.50	8.15	37.97	5.23	4.06	64.11	757.28	158.68	192.16	1108.12	17
			School of Engineering												
12	13	14	Civil, Structural and Environmental Engineering	2.00	3.00	8.00	5.70	1.95	0.16	20.81	169.08	81.40	50.50	300.98	15
14	14	12	Electronic & Electrical Engineering	2.50	0.00	5.00	4.26	0.74	0.11	12.61	157.05	31.59	35.00	223.64	18
18	19	18	Mechanical & Manufacturing Engineering	1.00	4.07	6.00	10.00	0.93	0.27	22.27	324.26	31.92	55.00	411.18	19
14	15	15	Total	5.50	7.07	19.00	19.96	3.62	0.54	55.69	650.39	144.91	140.50	935.80	17
			School of Genetics & Microbiology												
9	12	14	Genetics	4.21	3.00	2.50	2.00	0.06	0.12	11.89	124.52	0.78	37.00	162.30	14
13	13	15	Microbiology	1.00		1.00	6.00		0.08	8.08	102.70	0.10	12.00	114.80	14
11	12	14	Total	5.21	3.00	3.50	8.00	0.06	0.20	19.97	227.22	0.88	49.00	277.10	14
19	21	22	School of Mathematics	1.00	3.00	5.19	11.00	2.00	0.00	22.19	505.66	12.31	14.00	531.97	24
			School of Natural Sciences					0.03	0.57	0.60					
			Biology Teaching Centre				1.00		1.31	2.31					
19	16	21	Botany	1.00	3.00	2.00	2.00	0.11	0.02	8.13	83.35	17.22	17.00	117.57	15
21	19	17	Geography	1.00	1.00	3.00	5.00	0.20	1.04	11.24	160.70	37.22	11.00	208.92	19
15	20	17	Geology	1.00		2.50	5.00	0.06	0.50	9.06	134.46	7.08	33.00	174.54	19
22	24	20	Zoology	1.00	3.00	2.00	2.00	0.17	0.10	8.27	193.95	2.54	12.00	208.49	25
19	18	18	Total	4.00	7.00	9.50	15.00	0.57	3.54	39.61	572.46	64.06	73.00	709.52	18
13	15	12	School of Physics	5.70	4.00	7.00	7.00	1.04	0.23	24.97	235.21	3.92	94.00	333.13	13
16	17	17	FACULTY	36.11	34.57	61.34	114.43	12.95	10.25	269.66	3574.92	407.15	750.66	4732.73	18

STAFF/STUDENT RATIOS 2015/16

Table C4

Faculty of Health Sciences

RATIOS 2012/13	RATIOS 2013/14	RATIOS 2014/15	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor		Demonstrators FTE	STAFF FTE Total	STUDENT FTE				RATIOS 2015/16
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE			Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
11	10	11	School of Dental Science*				1			1.00	265.12	12.68	34.00	311.80	312
			School of Medicine	1.50		4.55	6.34	10.72	1.32	24.43					
18	19	19	Anatomy				5.00	0.03	2.34	7.37	133.51	8.80	3.00	145.31	20
20	19	19	Clinical Medicine	2.63	2.51	4.21	12.00	0.24	0.09	21.68	290.21	56.15	102.00	448.36	21
11	13	14	Laboratory Medicine	1.31	1.00	2.00	4.72	1.02	0.02	10.07	83.50	17.14	22.00	122.64	12
11	33	53	Obstetrics & Gynaecology	0.50			3.00	0.05		3.55	39.25	0.00	0.00	39.25	11
16	16	14	Occupational Therapy			1.00	7.00	1.45		9.45	159.67	0.00	15.00	174.67	19
9	8	15	Paediatrics	0.50		0.40	1.00	1.77		3.67	40.44		2.00	42.44	12
16	19	25	Pharmacology & Therapeutics	1.00		1.04	3.50		0.04	5.58	81.22	23.14	11.00	115.36	21
26	31	28	Physiology	1.00	2.00	2.00	4.50	0.17	0.26	9.93	185.05	28.58	16.00	229.63	23
16	18	18	Physiotherapy			2.00	6.00	1.21	0.13	9.34	182.15	12.76	20.00	214.91	23
10	13	13	Psychiatry	2.50	0.40	1.38	3.50	0.39		8.17	77.97	11.05	16.00	105.02	13
9	13	11	Public Health & Primary Care	2.50	1.00	2.50	2.00	5.02		13.02	62.37	65.16	18.00	145.53	11
10	11	15	Radiation Therapy			2.00	7.00	0.04		9.04	91.16	2.99	3.00	97.15	11
15	19	25	Surgery	1.00		1.00	1.00	4.47		7.47	148.92	14.45	7.00	170.37	23
15	15	14	Total	14.44	6.91	24.08	66.56	26.58	4.20	142.77	1575.42	240.22	235.00	2050.64	14
17	18	17	School of Nursing & Midwifery	2.00	3.00	8.00	49.00	0.64	9.87	72.51	1018.42	263.03	44.00	1325.45	18
14	18	20	School of Pharmacy and Pharmaceutical Sciences		2.00	10.00	8.80	0.17	0.61	21.58	261.22	164.85	39.00	465.07	22
15	16	15	FACULTY	16.44	11.91	42.08	125.36	27.39	14.68	237.86	3120.18	680.78	352.00	4152.96	18

*The Dental School historically amended the staff FTE figure to reflect all Dental School staff (i.e. non- TCD payroll & TCD payroll). This table represents only TCD payroll.

The Provost's Teaching Awards Scheme

The Provost's Teaching Award Scheme, which is managed and administered by Academic Practice, CAPSL, is designed to recognise and reward those who have made an outstanding contribution in the pursuit of teaching excellence. The prestige of the award reflects the value that Trinity places on promoting teaching as a scholarly activity and the importance placed on enriching the learning opportunities of its students.

In 2016 a total of 43 academic staff members were nominated for an award by 75 students, 16 staff and 7 alumni.

The nominees were then assessed by the Provost's Teaching Award Review Panel, comprising representatives of academic staff, undergraduate and postgraduate students, the Senior Academic Developer in CAPSL, the Dean of Graduate Studies, the Senior Lecturer / Dean of Undergraduate Studies and an external reviewer, Dr Martyn Kingsbury, Imperial College London. The panel examined each candidate's teaching philosophy, their practice and scholarship, and assessed supporting evidence provided by the candidates before deciding on the three overall winners of this year's awards.

Three awards were presented on 25th May 2016 to the following members of the academic staff:

- Dr Shane Bergin, School of Physics
- Dr Michelle D'Arcy, School of Social Sciences and Philosophy
- Dr Kevin Kelly, School of Engineering

Six of the shortlisted candidates received special commendations:

- Dr Deirdre Ahern, School of Law
- Dr Roja Fazaeli, School of Languages, Literatures and Cultural Studies
- Dr Michael King, School of Social Sciences and Philosophy
- Dr Daniel Rogers, Innovation Academy
- Dr Rachael Walsh, School of Law

D. ACADEMIC PROGRESS

Student Cases

Individual student cases involve considerable consultation and interaction with College Tutors, the relevant Course Directors, Directors of Teaching and Learning (UG), Heads of Discipline and School and relevant staff members in academic units. Following full consideration of the cases, the Senior Lecturer issues a decision, via the Student Cases team, to the relevant tutor.

Table D1: Breakdown of number of decision memoranda issued

Months	2015/16	2014/15	2013/14	2012/13
September	250	338	518	151
October	146	293	210	225
November	141	158	158	198
December	194	100	75	75
January	99	114	140	74
February	160	123	128	101
March	63	120	119	64
April	145	171	189	123
May	346	317	280	224
June	181	388	617	325
July	318	138	274	414
August	190	248	489	160
		610*		
Total	2233	3118	3197	2134
Percentage Increase / Decrease on previous year:	-28.38%	-2.47%	49.81%	8.49%

*Memoranda issued in Oct to Dec 2015 relating to 14/15 academic year. This was due to a backlog of cases in the preceding months.

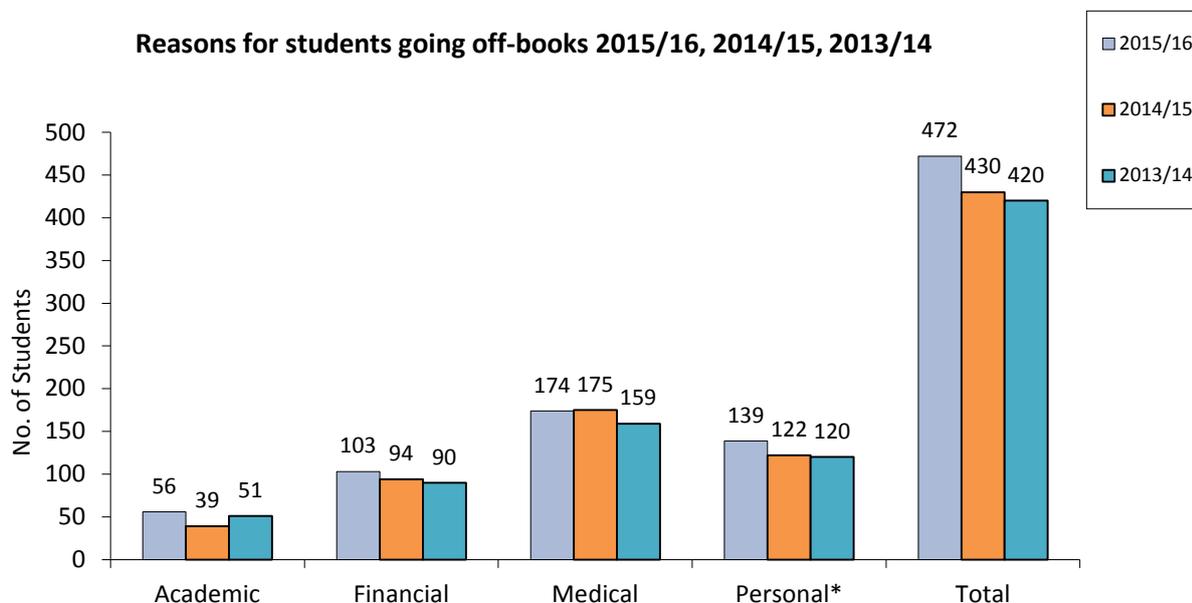
Dean of Students' Consultative Group

A small group, chaired by the Dean of Students, was established in 2012 in order to facilitate the efficient processing of student cases involving medical evidence. By bringing together the key experts in the area, it has enabled a faster and more effective decision-making process in certain student cases. In the academic year 2015/16, the Group met on 16 occasions and discussed a total of 75 cases.

Students Off-books

In 2015/16, a total of 472 undergraduate students were off-books, compared to 430 in 2014/15 and 420 in 2013/14. The principal grounds for allowing students to go off-books in 2015/16 were medical which accounted for 37% of off-books students. In 2014/15 the principal grounds were medical at 41%.

Reasons for students going off-books 2015/16, 2014/15, 2013/14



*Includes Ad Misericordiam reasons

Examinations

During the 2015/16 academic year the Assessment Team organised approximately 88,902 examination sittings.

Table D2: Breakdown of Examination Sittings ^

Examinations	2015/16	2014/15	2013/14	2012/13
Annuals	75,778	75,966	75,186	69,270
Supplementals	4,260	4,281	4,816	4,266
Specials	147	129	136	192
Term Tests	5,533	3,197	3,418	2,945
Foundation Scholarship	2,653	2,661	2,391	3,015
Others *	531	377	541	867
Totals	88,902	86,611	86,488	80,555

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

* Others = Music Entrance Test, Matriculation

During the 2015/16 academic year, 2,741 examinations (Paper Codes) were scheduled. This represents a 4% decrease on the 2014/15 figure of 2,862. Examination scheduling was conducted in SITS with the exception of the Special examinations. The Assessment team published student, module and room examination timetables online via the my.tcd.ie portal.

Anonymous examination numbers were once again generated in SITS for the 2015/16 academic year (42,689 in total) and were made available to students via their personal SITS portal page. Keyholder files, required to support processes for the anonymous marking of undergraduate examinations, continued to be provided via the SITS portal.

Examinations were scheduled in campus venues including the Examination Hall, Graduates' Memorial Building (GMB), Sports Centre, Regent House, Arts Building, Goldsmith Hall and the Museum Building as well as several school-owned rooms and laboratories. Examinations were also held for the 16th consecutive year in the Royal Dublin Society (RDS).

This is the second year that the majority of the scheduling and payment of invigilators was conducted in SITS. The 2015/16 annual examination session saw 359 postgraduate students apply for invigilation duties with 294 of these students successful in their application (201 in 2014/15 and 262 in 2013/14). The Assessment Team published personal timetables for invigilators via their SITS portal page. Invigilation duties and instructions are advised annually to newly recruited and continuing postgraduate students during their compulsory training session. These instructions are supplemented with appropriate advice and procedures from the Junior Dean, the Director of the Health Service, and the Disability Service.

The figures for students registered with the Disability Service who required special examination accommodations dropped to 757 students in the 2015/16 annual examination session. This represents a 3% decrease on the 2014/15 figures of 778, although there is an increase of 2% from the 2013/14 annual examination session figure of 741 and a 5% increase from the 2012/13 annual examination session figure of 723. Examination timetable details were provided via the students' portal page. An anonymous PDF file was also published on the Academic Registry website and personal timetable details were prepared individually, according to specific requirements, as advised by the Disability Service.

During the annual examination session, 57 students required examinations to be rescheduled within the annual session; this is a decrease of 16% from 68 in 2015. The number of students not registered with the Disability Service but requesting alternative examination accommodations via their Tutor saw a 39% increase to 64 in 2015/16 from 46 in 2014/15.

Table D3 (a): Re-scheduled examinations within the annual examination session 2013-2016

Re-scheduled Examinations				
	2016	2015	2014	2013
Number of Students	57	68	57	39
Number of Papers	56	71	55	43
Number of Departments	26	24	23	22
Number of Courses	28	34	35	20

Table D3 (b): Senior Lecturer Cases – students requiring alternative examination arrangements 2013-2016

Alternative Examination Arrangements				
	2016	2015	2014	2013
Number of Students	64	46	41	37
Number of Papers	270	229	154	143
Number of Departments	40	33	33	32
Number of Courses	64	25	31	27

The Assessment Team is responsible for the preparation of first class book tokens awarded to non-final year students who receive a first class award at the annual examination session. During 2015/16, 1,642 students were awarded first class book tokens (1,436 in 2014/15 and 1,334 in 2013/14).

Courts of First Appeal and Academic Appeals

The Courts of First Appeal convene 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 the Courts of First Appeal is unsuccessful, a student may take their case to the College Academic Appeals Committee on the same grounds as listed above.

A greater number of appeals is normally processed following the supplemental examination session in cases where Courts of Examiners have prohibited students from proceeding to the next year of their course.

Table D4 (a): Number of cases coming to Courts of First Appeal

Courts of First Appeal						
	2015/16		2014/15		2013/14	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	13	34	14	32	14	38
Engineering, Mathematics & Science	8	46	8	65	14	69
Health Sciences	9	94	6	90	5	95
Multi-Faculty	3	6	5	14	9	14
TOTAL	33	180	33	201	42	216

*Supplementals

Table D4 (b): Number of cases coming to Academic Appeals Committee

Academic Appeals						
	2015/16		2014/15		2013/14	
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	1	19	3	20	1	15
Engineering, Mathematics & Science	2	8	2	13		7
Health Science	2	20	0	9	3	12
Multi-Faculty	0	2	1	8	1	3
TOTAL	5	49	6	50	5	37

*Supplementals

Foundation Scholarship Examination

A total of 438 students from 815 applicants presented for the Foundation Scholarship examination in January 2016. Twelve percent of those who attended the examination were successful with 51* Foundation and Non-Foundation Scholarships awarded. As can be seen from the chart below, 25 Scholarships (49%) were awarded to female students and 26 (51%) to male students.

*This figure includes one additional Non-Foundation Scholar approved by Board on 22 June 2016.

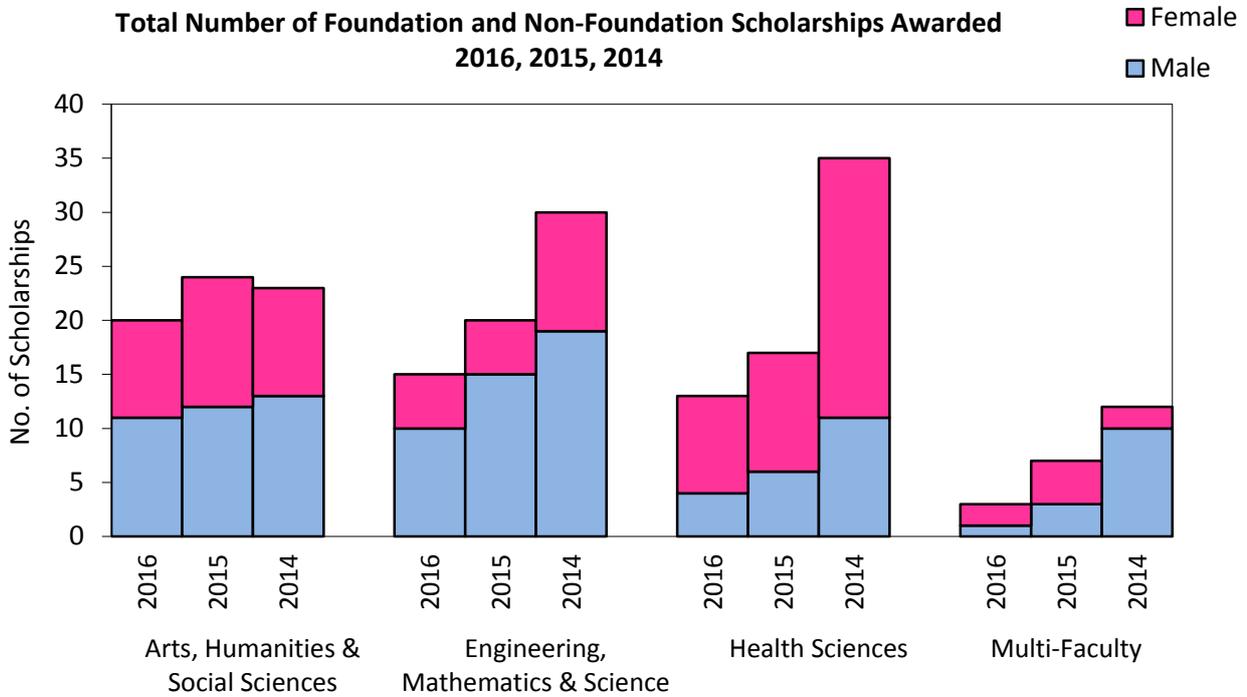


Table D5: Foundation and Non-Foundation Scholarships awarded by course 2016, 2015, 2014

Faculty / Course	2016	2016	2016	2015	2015	2015	2014	2014	2014
	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship
Faculty of Arts, Humanities and Social Sciences									
Ancient and Medieval History and Culture	0	14	0%	0	11	0%	1	14	7%
Business Studies and a Language	2	43	5%	0	44	0%	0	52	0%
Catholic Theological Studies	0	9	0%	0	0	0%	0	0	0%
Classics	0	4	0%	2	4	50%	1	1	100%
Clinical Speech and Language Studies	0	24	0%	1	30	3%	0	31	0%
Deaf Studies	1	19	5%	1	17	6%	0	18	0%
Drama and Theatre Studies	0	21	0%	0	21	0%	0	21	0%
Early and Modern Irish	0	0	0%	0	1	0%	0	5	0%
Economic and Social Studies	4	238	2%	0	248	0%	2	242	1%
English Studies	0	44	0%	1	43	2%	0	41	0%
European Studies	0	46	0%	0	45	0%	0	35	0%
History	2	36	6%	0	40	0%	2	37	5%
History and Political Science	1	29	3%	2	28	7%	1	29	3%
Irish Studies	0	7	0%	0	10	0%	0	18	0%
Law	1	85	1%	4	99	4%	5	91	5%
Law and Business	1	27	4%	3	22	14%	1	25	4%
Law and French	2	14	14%	0	13	0%	1	11	9%
Law and German	0	15	0%	1	13	8%	1	14	7%
Law and Political Science	1	22	5%	0	19	0%	1	20	5%
Music	0	10	0%	0	14	0%	0	17	0%
Music Education	0	10	0%	0	11	0%	0	7	0%
Philosophy (formerly Mental and Moral Science)	0	15	0%	3	16	19%	0	16	0%
Philosophy and Political Science	0	0	0%	0	0	0%	0	1	0%
Philosophy, Political Science, Economics & Sociology	1	34	3%	3	36	8%	5	32	16%
Psychology*	1	28	4%	2	32	6%	1	29	3%
World Religions & Theology	0	7	0%	0	7	0%	0	16	0%
Social Studies	2	42	5%	0	47	0%	1	47	2%
Sociology and Social Policy	1	28	4%	1	28	4%	0	22	0%
Total	20	871	2%	24	899	3%	23	892	3%
Faculty of Engineering, Mathematics and Science									
Integrated Computer Science	4	101	4%	1	66	2%	2	67	3%
Chemistry with Molecular Modelling	0	5	0%	0	7	0%	0	8	0%
Earth Sciences	0	19	0%	0	13	0%	0	15	0%
Engineering (Integrated)	3	171	2%	6	157	4%	4	158	3%
Engineering with Management (Integrated)	0	23	0%	0	18	0%	0	15	0%
Human Genetics	0	19	0%	0	17	0%	0	15	0%
Management Science and Information Systems Studies	1	36	3%	0	26	0%	0	25	0%
Mathematics	1	35	3%	0	25	0%	3	41	7%

	2016	2016	2016	2015	2015	2015	2014	2014	2014
Faculty / Course	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship
Nanoscience, Physics and Chemistry of Advanced Materials	0	24	0%	3	20	15%	4	15	27%
Medicinal Chemistry	0	23	0%	1	24	4%	1	22	5%
Science	6	301	2%	7	308	2%	12	298	4%
Theoretical Physics	0	28	0%	2	37	5%	4	34	12%
Total	15	785	2%	20	718	3%	30	713	4%
Faculty of Health Sciences									
B.Sc. in Children's & General Nursing	2	17	12%	0	14	0%	1	16	6%
B.Sc. Nursing	2	193	1%	4	193	2%	4	200	2%
B.Sc. in Midwifery	1	33	3%	0	31	0%	0	35	0%
Dental Science	0	45	0%	0	45	0%	2	33	6%
Human Nutrition and Dietetics	0	24	0%	0	22	0%	0	19	0%
Medicine	5	170	3%	5	182	3%	20	175	11%
Occupational Therapy	0	41	0%	1	35	3%	1	37	3%
Pharmacy	2	77	3%	2	57	4%	5	68	7%
Physiotherapy	1	32	3%	4	41	10%	2	33	6%
Radiation Therapy	0	26	0%	1	28	4%	0	28	0%
Total	13	658	2%	17	648	3%	35	644	5%
Multi-Faculty									
Computer Science and Business	0	26	0%	0	26	0%		25	0%
Computer Science and Language	0	12	0%	0	10	0%	1	15	7%
Human Health and Disease	0	27	0%	1	24	4%	1	29	3%
Political Science and Geography	0	15	0%	0	20	0%	0	22	0%
Two Subject Moderatorship	3	319	1%	6	347	2%	10	349	3%
Total	3	399	1%	7	427	2%	12	440	3%
Grand Total	51	2713	2%	68	2692	3%	100	2689	4%

*Includes one JS Student for 2014/15

External Examiners

External Examiners play a crucial role in ensuring the quality of degree programmes and best practice in examining. A total of 159 (165 in 2014/15) external examiners were appointed to examine undergraduate programmes in 2015/16, of whom 135 (comprising 85%) have submitted their annual report to the Senior Lecturer.

Table D6 - External Examiners for undergraduate courses appointed to examine in 2015/16 & 2014/15

Faculty	Total	2015/16		2014/15	
		No. of Reports Received*	% of Reports Received	No. of Reports Received*	% of Reports Received
Arts, Humanities & Social Sciences	68	53	78%	50	75%
Engineering, Mathematics & Science	31	26	84%	33	94%
Health Sciences	60	56	93%	40	63%
TOTAL	159	135	85%	123	77%

*as at 6 April 2017

Table D7: Commencements

In the 2015 calendar year, **34** commencement ceremonies were held during which **4,878** (4,942 in 2014) degrees were conferred (**2,979** primary degrees and **1,899** higher degrees).

	2015		2014		2013		2012		2011		2010		2009		2008		2007		2006	
	In Person	In Absentia																		
Primary Degrees																				
Moderatorships	1191	79	1188	66	1167	71	1089	73	992	67	911	64	974	56	937	73	960	62	961	55
Bachelor in Arts	305	31	304	37	237	23	322	27	284	28	314	24	324	28	309	23	330	36	307	15
Other Primary Degrees:																				
TCD	1210	162	1234	137	1159	125	1210	51	1183	52	1207	42	1215	53	1160	67	1272	75	1347	62
DIT	1				2		1	3		2		1		2	3		2		3	4
Total Primary Degrees	2707	272	2726	240	2565	219	2622	154	2459	149	2432	131	2513	139	2406	166	2562	175	2618	136
Higher Degrees																				
Master in Arts	38	63	22	52	40	64	52	67	51	82	89	75	69	85	67	82	79	64	108	92
Master in Arts (jure officii)	48	8	36	5	11	1	29	0	26	0	35	2	29	1	18	1	16	0	30	0
Other Masters	1126	241	1221	250	1016	209	949	192	1016	225	1056	193	938	183	807	158	851	157	784	105
Doctors	333	33	345	37	385	36	312	41	332	46	289	30	260	18	242	29	244	18	236	12
Honorary Degrees	9		8		9		9	0	9		7		9		10		11		8	
Total Higher Degrees	1554	345	1632	344	1461	310	1351	300	1434	353	1476	300	1305	287	1144	270	1201	239	1166	209
Sub Total	4261	617	4358	584	4026	529	3973	454	3893	502	3908	431	3818	426	3550	436	3763	414	3784	345
Grand Total	4878		4942		4555		4427		4395		4339		4244		3986		4177		4129	
Number of Ceremonies	34		34		34		33		33		33		30		29		28		31	

Gold Medal Awards

The award of 100 Gold Medals was approved at Board for the 2015/16 academic year (67 for the 2014/15 academic year).

The Gold Medal eligibility criteria which were revised during 2011/12 and approved by Board in February 2012 are provided below.

Table D8: 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		
Ancient and Medieval History and Culture	73% or 75%	Category 5
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
Deaf Studies	73%	Category 3
Drama and Theatre Studies	73% or 75%	Category 5
Early and Modern Irish	73% or 75%	Category 5
Economic and Social Studies	73%	Category 3
Education (honors 4th year)	73%	Category 3
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 as a two part Moderatorship)	73% or 75%	Category 5
History and Political Science (course taken equally for 4 years)	73%	Category 3
Irish Studies	73% or 75%	Category 5
Law	73%	Category 3
Law and Business	73%	Category 3
Law and French	73%	Category 3
Law and German	73%	Category 3
Law and Political Science	73%	Category 3
Mental and Moral Science	73% or 75%	Category 5
Music	73% or 75%	Category 5
Music Education	73%	Category 4

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES		
Philosophy	73% or 75%	Category 5
Philosophy and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Philosophy and Political Science (course taken equally for four years)	73%	Category 3
Philosophy, Political Science, Economics and Sociology	73%	Category 3
Political Science and Geography	73%	Category 3
Psychology	73% or 75%	Category 5
Religions and Theology	73% or 75%	Category 5
Social Studies	73%	Category 3
Sociology and Social Policy	73%	Category 3
Theology (honors 4th year)	73%	Category 3
World Religions and Theology	73% or 75%	Category 5
FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE		
Business and Computing	73%	Category 3
Chemistry with Molecular Modelling	75%	Category 2
Computer Science (BA)	80%	Category 1
Computer Science (BSc)	80%	Category 1
Earth Sciences	75%	Category 2
Engineering	80%	Category 1
Engineering - Double Diploma	80%	Category 1
Engineering with Management	80%	Category 1
Human Genetics	75%	Category 2
Information Systems (BSc) (hons)	80%	Category 1
Management Science and Information Systems Studies	75%	Category 2
Mathematics	80%	Category 1
Medicinal Chemistry	75%	Category 2
Nanoscience, Physics and Chemistry of Advanced Materials	75%	Category 2
Physics and Chemistry of Advanced Materials	75%	Category 2
Natural Sciences	75%	Category 2
Theoretical Physics	80%	Category 1
FACULTY OF HEALTH SCIENCES		
Children's and General Nursing ¹	75%	Category 8
Dental Science	70%	Category 6
Human Health and Disease	75%	Category 2
Human Nutrition and Dietetics ²	80%	Category 7
Medicine (5-year)	70%	Category 6
Medicine	70%	Category 6
Midwifery (BSc)	75%	Category 8
Nursing (BSc)	75%	Category 8
Occupational Therapy	75%	Category 2
Pharmacy	75%	Category 2
Physiotherapy	75%	Category 2
Radiation Therapy	75%	Category 2

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
MULTI-FACULTY		
Two Subject Moderatorship - Pattern A	73%	Category 3
Two Subject Moderatorship - Pattern B	73% or 75%	Category 5
Two Subject Moderatorship - Pattern C	73% or 75%	Category 5

¹The duration of this course is 4.5 years and the final degree year is Year 5

² A first class degree is awarded at 75% for the Human Nutrition and Dietetics course and is therefore presented in a separate category to distinguish this course from those listed in Category 1 where a first class degree is awarded at 70%

Gold Medals Summary 2013/14 – 2015/16

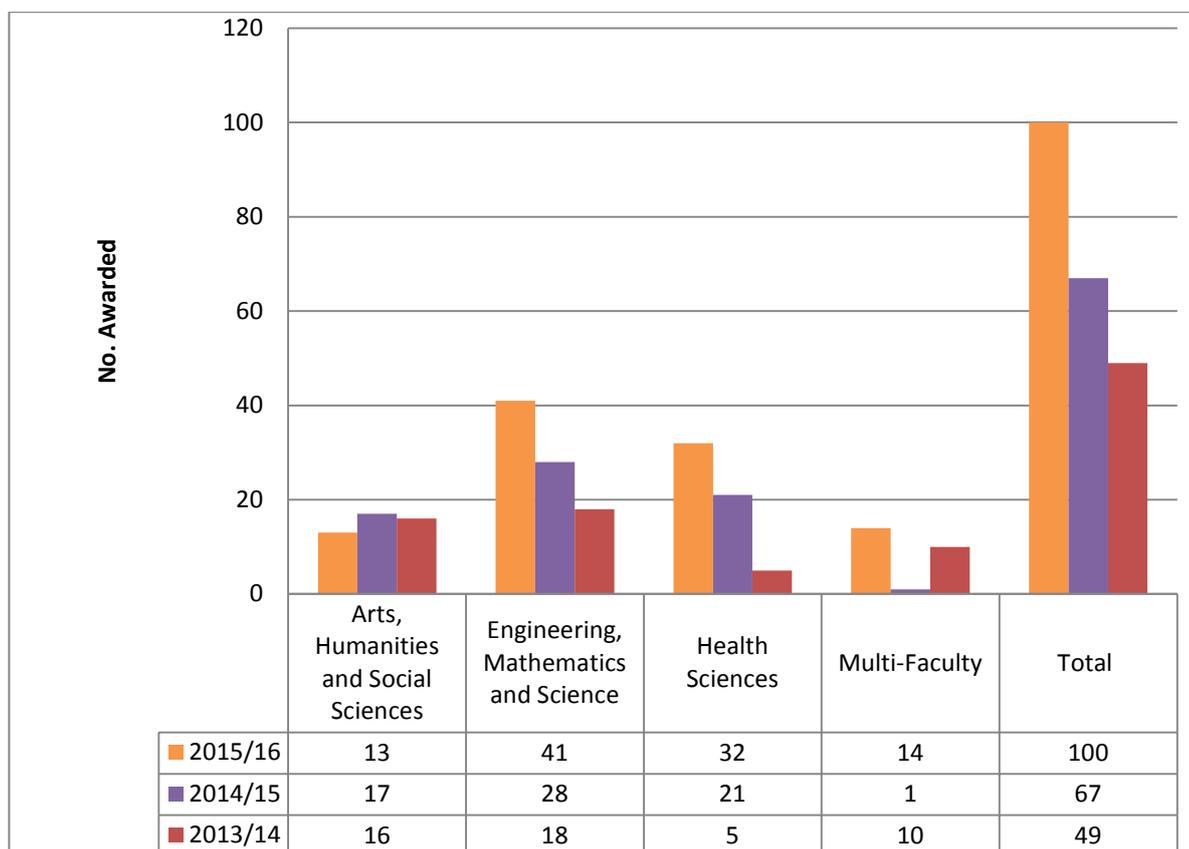
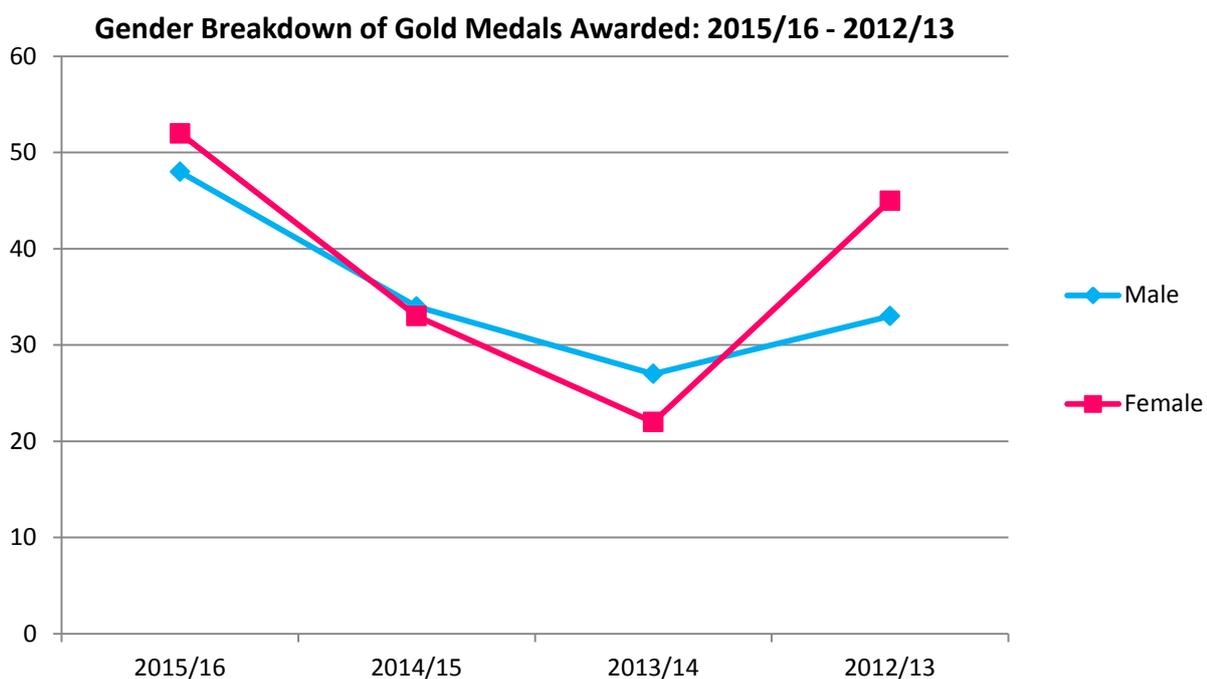


Table D9: Gender Breakdown of Gold Medals awarded 2012/13 – 2015/16

Gender Breakdown of Gold Medals Awarded				
Gender	2015/16	2014/15	2013/14	2012/13
Male	48	34	27	33
Female	52	33	22	45
Total	100	67	49	78



Diploma and Certificate Award Ceremonies

In the 2015 calendar year, 9 diploma / certificate award ceremonies were held during which 51 undergraduate certificates, 255 undergraduate diplomas, 207 postgraduate certificates, and 438 postgraduate diplomas were awarded.

Table **D10** below includes certificates of achievement in Contemporary Living and in pre university Foundation Studies.

Table D10: Diploma & Certificate Awards 2015

Course Type	Award Type	2015		Total
		In Person	In Absentia	
Undergraduate	Certificate	50	1	51
	Diploma	236	19	255
Postgraduate	Certificate	157	50	207
	Diploma	387	51	438
Total		830	121	951

E. UNDERGRADUATE COURSE DEVELOPMENTS

Table E1: Undergraduate Courses Approved 2015/16

New Courses/Standalone Module	Quota	
	EU	Non EU
Faculty of Arts, Humanities and Social Sciences		
B.A. (Mod.) in Middle Eastern and European Languages and Cultures (Level 8)	12	4
Certificate in Arts, Science and Inclusive Applied Practice (Level 5)	20	
Module in Contemporary Global Politics/Brown Summer School (10 ECTS credit)		12 (min)
Faculty of Health Sciences		
B.Sc. in Physiotherapy (joint degree with Singapore Institute of Technology) (Level 8)		100 - 180
Trinity Access Programmes		
TAP Foundation Course (significant curriculum revisions) (Level 6)	50	
Validated Courses		
*International Foundation Programme (Level 6)		30

*Delivered by Marino Institute of Education

F. UNDERGRADUATE ACADEMIC DEVELOPMENTS

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

The academic year 2015/16 saw an increase in the number of students who completed a specialised Broad Curriculum module from 776 (2014/15) to 955. In 2015/16 twenty eight modules were offered, spanning a range of subjects in the arts, humanities, social and earth sciences, and attracted students from most undergraduate programmes in College. The modules are designed to promote breadth of reading 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.

All cross-faculty modules are centrally administered by staff in Academic Registry who take care of planning, updating the website, registrations, module choice changes and withdrawals, processing and publication of marks. Module content, teaching and assessment are the responsibility of the relevant discipline/area.

In 2015/16, 80% 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. All students taking Broad Curriculum modules in 2015/16 were doing so on a substitution basis. In order to accommodate the requirement that these modules could be substituted for credit within the total 60 ECTS credits permitted for each course year, schools provided 5 ECTS-credit options for students not wishing to take Broad Curriculum modules. All students' module choices are factored into the calculation of the annual full-time student equivalents (FTSE), thereby providing a mechanism for the allocation of resources to disciplines.

(a) Language Modules

The Centre for Language and Communication Studies (CLCS, School of Linguistic, Speech and Communications Sciences) has, since 1993, offered language modules to students who do not study a language as part of their degree course. The CLCS language modules are open to (i) all undergraduate students as an extracurricular option, and (ii) are also available to undergraduate students as part of the Broad Curriculum programme. The CLCS language modules are fully administered and taught by the CLCS, with information available both on CLCS website and on the Broad Curriculum website.

Language modules in French, German, Irish, Korean, Japanese, Spanish and Mandarin were available in 2015/6. The objectives of the modules are (i) to develop students' communication skills for purposes of study, travel or work experience during their undergraduate years, and (ii) to enhance their academic qualifications, vocational prospects, and potential for future mobility.

In 2015/16, 65 students successfully completed a module in French, 38 in German, 15 in Irish, 27 in Japanese, 9 in Korean, 38 in Spanish, 20 in Mandarin.

(b) Website www.tcd.ie/Broad_Curriculum

The website provides up to date information for both cross-faculty modules and language modules, including module course outlines, timetable details and assessment regulations. Credit regulations for all undergraduate courses are

described, and application for both Broad Curriculum and Language modules is provided for directly from the web pages. Assessment results are published on the web pages when available.

**Table F1: Broad Curriculum Cross-Faculty Courses 2015/16
'Home' Faculties of Students As Determined by their Main Course of Study**

'Home' Faculties of Students							
Cross-Faculty Course	School/ Discipline/ Area	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Two-Subject Moderatorship	TOTAL
American History: A Survey	History	28	1		4	5	38
Art in Ireland: Making and Meaning 1	History of Art & Architecture	29	3	3	6	2	43
Art in Ireland: Making and Meaning 2	History of Art & Architecture	30	1	2	5	2	40
Central Problems in Philosophy	Philosophy	15	4		8	3	30
Citizens, Politics and Decisions	Political Science	6	2		1	1	10
Greek Art and Architecture	Classics	15	13			4	32
Introduction to Criminal Law	Law	30	62	3	3	9	107
Psychological Disorder	Psychology	37	26	24	5	13	105
Language and Mind	Language & Communication Studies	25	62	18	7	8	120
Language, the Individual and Society	Language & Communication Studies	21	5		3	6	35
Planet Earth	Geology	18	44		2	3	67
Roman Art and Architecture	Classics	13	1				14
Understanding Literature	English	35	15	1	6	5	62
Power, State, Social Movements	Sociology	8	4	1	3	2	18
Introduction to Contemporary Asian Studies	Centre for Asian Studies	4	22	5	5	5	41
Spirit of Entrepreneurship	Business Studies	3	21		3	3	30
Introduction to Greek Lanaguage	Classics	6				3	9
Introduction to Latin Language	Classics	8	7	9	1	1	26

‘Home’ Faculties of Students							
Cross-Faculty Course	School/ Discipline/ Area	Arts, Humanities & Social Sciences	Engineering, Mathematics & Science	Health Sciences	Multi-Faculty	Two-Subject Moderatorship	TOTAL
Ireland and the Cinema	Drama	8	4			3	15
Ireland and the Union:1801 - 1922	History	3	4		2		9
Human Rights in the Middle East	Near & Middle Eastern Studies	21			3	1	25
The Bible in Literature	Near & Middle Eastern Studies	5	1		2	1	9
Religions in the Ancient Mediterranean	School of Religions, Peace Studies & Theology	5	5	1	1	1	13
Biblical Traditions in Western Art	School of Religions, Peace Studies & Theology		2			1	3
Contemporary Theories of Religion	School of Religions, Peace Studies & Theology	3	2			2	7
The Qur'an and its History of Reception	School of Religions, Peace Studies & Theology	10	2		4		16
Religion, Media and the Public Sphere	School of Religions, Peace Studies & Theology	5	1				6
Idea Translation Lab	Science Gallery	7	6	5	3	4	25
TOTAL		398	320	72	77	88	955

Table F2: Broad Curriculum Cross Faculty Course Retention Rates 2012/13 - 2015/16

Cross-Faculty course	School/ Discipline/ Area	2015/16			2014/15			2013/14			2012/13		
		Students registered at 20 November 2015 and 20 January 2016 for Hilary Term Modules	Students completing course	Retention Rate 15/16	Students registered at 20 November 2014 and 20 January 2015 for Hilary Term Modules	Students completing course	Retention Rate 14/15	Students registered at 22 November 2013/ 31 January 2014 for Hilary Term Modules	Students completing course	Retention Rate 13/14	Students registered at 22 November 2012/ 31 January 2013 for Hilary Term Modules	Students completing course	Retention Rate 12/13
American History: A Survey	History	39	38	97%	N/A			39	32	82%	37	36	97%
Anthropology of Gender	Sociology		n/a		N/A			25	23	92%	12	12	100%
Art in Ireland: Making & Meaning 1	History of Art and Architecture	43	43	100%	22	22	100%	20	20	100%	26	26	100%
Art in Ireland: Making & Meaning 2	History of Art and Architecture	41	40	98%	44	41	93%	33	31	94%	26	22	85%
Business Management in the 21st Century*	Business Studies		n/a		N/A			26	27	100%	22	22	100%
Central Problems in Philosophy	Philosophy	30	30	100%	12	12	100%	23	20	87%	20	20	100%
Citizens, Politics and Decisions	Political Science	10	10	100%	21	21	100%	18	17	94%	26	25	96%
The Challenge of Development	Economics		n/a		N/A			n/a	n/a	n/a	n/a	n/a	n/a
Europe, 1000-1252: War, Government and Society in the Age of the Crusades	History		n/a		8	7	88%	7	7	100%	23	18	78%
European Societies	Sociology		n/a		13	10	77%	22	22	100%	n/a	n/a	n/a
Ireland and the Cinema	Drama	15	15	100%	13	12	92%	131	124	95%	97	89	92%
Greek Art & Architecture	Classics	33	32	97%	11	11	100%	8	6	75%	n/a	n/a	n/a
Introduction to Criminal Law	Law	110	107	97%	92	89	97%	92	91	99%	97	94	97%
Introduction to Physical Geography	Geography		n/a		N/A			n/a	n/a	n/a	n/a	n/a	n/a
Introduction to Psychology	Psychology		n/a		88	82	93%	59	51	86%	113	106	94%

Table F2: Broad Curriculum Cross Faculty Course Retention Rates 2012/13 - 2015/16

Cross-Faculty course	School/ Discipline/ Area	2015/16			2014/15			2013/14			2012/13		
		Students registered at 20 November 2015 and 20 January 2016 for Hilary Term Modules	Students completing course	Retention Rate 15/16	Students registered at 20 November 2014 and 20 January 2015 for Hilary Term Modules	Students completing course	Retention Rate 14/15	Students registered at 22 November 2013/ 31 January 2014 for Hilary Term Modules	Students completing course	Retention Rate 13/14	Students registered at 22 November 2012/ 31 January 2013 for Hilary Term Modules	Students completing course	Retention Rate 12/13
Language and Mind*	Language and Communication Studies	124	120	97%	106	97	92%	119	120	100%	44	39	89%
Language, the Individual and Society	Language and Communication Studies	35	35	100%	35	34	97%	50	47	94%	21	16	76%
Living Sustainably: a Complete Guide to Surviving a Changing Planet*	Botany	n/a	n/a		N/A			80	81	100%	76	74	97%
Planet Earth	Geology	70	67	96%	54	52	96%	33	32	97%	11	10	91%
Roman Art & Architecture	Classics	14	14	100%	16	16	100%	9	8	89%	n/a	n/a	n/a
Science, Technology & Society	Science		n/a		20	19	95%	25	24	96%	21	20	95%
Social Psychology	Psychology		n/a		67	56	84%	n/a	n/a	n/a	76	73	96%
Understanding Literature	English	68	62	91%	61	58	95%	49	45	92%	29	24	83%
Power, State, Social Movements	Sociology	20	18	90%	18	15	83%						
Introduction to Contemporary Asian Studies	Centre for Asian Studies	43	41	95%	54	49	91%						
Spirit of Entrepreneurship	Business Studies	30	30	100%	29	28	97%						
The Book of Kells and Early Irish Texts: A Theological Reading	School of Religions, Peace Studies & Theology	n/a	n/a		13	13	100%						
Europe, 1500-1700: Power and Belief	History		n/a		32	32	100%						
Introduction to Greek Language	Classics	11	9	82%									
Introduction to Latin Language	Classics	26	26	100%									

Table F2: Broad Curriculum Cross Faculty Course Retention Rates 2012/13 - 2015/16

Cross-Faculty course	School/ Discipline/ Area	2015/16			2014/15			2013/14			2012/13		
		Students registered at 20 November 2015 and 20 January 2016 for Hilary Term Modules	Students completing course	Retention Rate 15/16	Students registered at 20 November 2014 and 20 January 2015 for Hilary Term Modules	Students completing course	Retention Rate 14/15	Students registered at 22 November 2013/ 31 January 2014 for Hilary Term Modules	Students completing course	Retention Rate 13/14	Students registered at 22 November 2012/ 31 January 2013 for Hilary Term Modules	Students completing course	Retention Rate 12/13
Religions in the Ancient Mediterranean	School of Religions, Peace Studies & Theology	15	13	87%									
Biblical Traditions in Western Art	School of Religions, Peace Studies & Theology	5	3	60%									
Contemporary Theories of Religion	School of Religions, Peace Studies & Theology	10	7	70%									
The Qur'an and its History of Reception	School of Religions, Peace Studies & Theology	18	16	89%									
Religion, Media and the Public Sphere	School of Religions, Peace Studies & Theology	6	6	100%									
Ireland and the Union:1801 - 1922	History	10	9	90%									
Human Rights in the Middle East	Near & Middle Eastern Studies	26	25	96%									
The Bible in Literature	Near & Middle Eastern Studies	10	9	90%									
Psychological Disorder	Psychology	107	105	98%									
Idea Translation Lab	Science Gallery	26	25	96%									
TOTAL		995	955	96%	829	776	94%	868	828	95%	777	726	93%

Academic Practice and eLearning (CAPSL) Activities 2015/16

CAPSL supports College in developing a strong and integrated framework for supporting best academic practice and the highest quality of student learning. It achieves this through:

- (a) Promoting and enhancing quality teaching and learning at institution-wide, programme and individual level, and fulfilling the Trinity Education by fostering a university-wide culture of teaching and learning excellence grounded in scholarship, critical enquiry and collaboration.
- (b) Maximising the effective use of teaching and learning resources, including learning technologies, to meet Trinity's goals and priorities.
- (c) Keeping Trinity at the centre of teaching excellence and innovation by fostering a community of peers engaged in reflection and improved student learning, and by advancing and stimulating new thinking, cross-university discussion, and the sharing of successes and lessons learnt.
- (d) Promoting and developing digital 21st century learning across all programmes to enhance and enrich the student experience.

Academic Practice:

Special Purpose Professional Certificate in Academic Practice

The Senior Academic Developer designed a special purpose non-major award for the professional development purposes of Trinity staff members. The course is open to all academic-related professionals with an active teaching or learning support role in College, including researchers with some teaching responsibilities, part-time or adjunct members of staff.

This special purpose certificate is ground-breaking in its flexible design which encourages participants to shape their own professional growth through reflective participation in a suite of professional development programmes. Rather than having a rigid, linear structure, it provides flexible routes to allow candidates to develop and evidence their academic practice, knowledge and values at times that are appropriate to them. It thus encourages staff members to engage in the development of the knowledge and skills most appropriate to their own professional and personal circumstances. Candidates wishing to take the modules for credit have a choice of assessment routes.

The award linked to this course is placed at Level 9 on the National Framework of Qualifications and it carries a credit volume of 15 ECTS, providing successful candidates with a qualification in academic practice. Participants may also attend modules without seeking an award.

The Special Purpose Professional Certificate in Academic Practice ran in Michaelmas Term 2015 (3 modules) and Hilary Term 2016 (3 modules). Twenty places were available for each module and a total of 86 staff members attended. Three staff members successfully completed three modules and will graduate in June 2017.

Workshops and Events

In 2015/16, a total of 438 academic staff and postgraduate teaching assistants attended events in academic practice (includes attendees on the SPCAP):

Provision for Academic Staff

Teaching and Learning lunchtime seminars were delivered in 2015/16 and were attended by a total of 65 academic staff members.

In association with the National Forum for the Enhancement of Teaching and Learning in Higher Education, a seminar entitled 'Creating outward facing assessment' took place in February 2016. There were 22 attendees from TCD.

Research Supervisor Development Programme

This programme was hosted and developed by the Office of the Dean of Graduate Studies, Academic Practice (CAPSL) and University College Dublin and ran from February – May 2016. The programme was open to research supervisors in Trinity and UCD and consisted of one master class on 'Doctoral Outcomes Assessment' and five workshops. A total of 156 staff members from Trinity attended the workshops along with attendees from UCD.

Singapore Students - Discipline of Physiotherapy

Academic Practice ran a 5 ECTS Teaching and Learning module: 'Professional Development and Leadership in Diagnostic Radiography' for 20 students from the Singapore Institute of Technology that consisted of the following five workshops in April 2016:

1. Designing eLearning Experiences & Applying eLearning to your Teaching
2. Student Centred and Active Learning
3. Using Technology to Aid Reflection & Designing eLearning Experiences
4. Teaching Theories and Reflective Practice
5. Facilitating Continuous Professional Development through Mentoring and Supervision

Provision for Postgraduate Students

Two workshops on *Introduction to Teaching at Trinity* ran in Michaelmas Term 2015. '*Workshop 1 How students Learn*' and '*Workshop 2 Session Planning*'. The *Teaching and Supporting Learning* module ran in Hilary Term 2016. A total of 89 students attended these workshops/modules.

International Collaborations

Thapar

Academic Practice works closely with academic staff in Thapar University, India. We are currently running a foundation programme for academic staff as part of our professional development output. The Senior Academic Developer is currently developing a framework for teaching and learning for Thapar University.

European projects:

Tempus: LLFA

CAPSL (Academic Practice) is a partner on a Tempus European Project - LLFA (Lifelong Learning in Applied Sciences).

CAPSL (Academic Practice) is a partner on an Erasmus+ European Project: DARE+ (Developing All Round Education).

Turnitin Support

In 2015/16 Academic Practice (CAPSL) continued to provide Turnitin support for students and staff.

The Senior Academic Developer held the following positions:

- Director, Special Purpose Professional Certificate in Academic Practice
- Member of the Trinity Education Steering Group; Chair of the Assessment Strand
- Designated Contact for the National Forum for the Enhancement of Teaching and Learning.

eLearning

eLearning leads on Trinity's mission to "develop technology-enhanced learning across the face-to-face teaching environment and assisting in the ongoing development of 21st-century learning paradigms".

The objectives of eLearning (CAPSL) are to:

- Inform and advise on policy related to technology-enhanced learning and infrastructure to meet the expectations of a digitally accomplished student community;
- Inform and implement strategies to support curriculum design and development;
- Promote a culture of collaboration and innovation in the design, development and delivery of technology-enhanced learning and increase digital literacy and capacity;
- Develop and deliver a professional development programme on technology-enhanced learning to the academic community including face-to-face courses and online resources.

During 2015/16, eLearning (CAPSL) performed the following activities:

- Worked with IT Services on the VLE tender and implementation of the VLE project;
- Developed and delivered a comprehensive professional development programme on technology-enhanced learning for lecturers;
- Developed and offered a number of online resources and webinars on 'Effective eLearning design', 'Delivering an Online Course' and 'Online Assessment' to the academic community;
- Worked with Trinity lecturers in a one-to-one capacity on the design and development of specific modules for on-line delivery and on implementing eLearning to blended modules
- Developed and delivered lectures on Technology Enhanced Learning for the Teaching Assistants Programme;
- Developed and delivered lectures on Technology Enhanced Learning for the Singaporean group on the Professional Development and Leadership in Diagnostic Radiography with recognition of specific diploma from Nanyang Polytechnic for admission;
- Designed, developed and delivered 'Digital Skills in Action' project, funded by the National Forum for the Enhancement of Teaching and Learning.
- Designed and delivered the 'Flipped Classroom Project' (Cell Structure and Function) in collaboration with the School of Biochemistry and the Trinity Online Services Ltd.
- Contributed to events organised by the National Forum for the Enhancement of Teaching and Learning.

Teaching and Learning using Blackboard Learn

The VLE (Blackboard Learn) supports teaching and learning by supporting curriculum design and development within online modules. Professional development was offered to lecturers during 2015/16 and a total of 303 lecturers attended the various topics.

Blackboard Collaborate

This component offers virtual classrooms, asynchronous and synchronous learning activities and flexible collaboration and engagement. eLearning were involved in upgrading Blackboard Collaborate to Blackboard Collaborate Ultra in early 2015.

eLearning Projects 2015-16

Digital Skills in Action

Digital Skills in Action is a Teaching Enhancement Fund Project 2015 developed by Leinster Pillar 1 Cluster with Dun Laoghaire Institute of Art, Design and Technology (IADT) as the lead and Trinity College, Marino Institute of Education, National College of Art and Design and University College Dublin as partners. This was the first teaching and learning project for the cluster.

The project used the All Aboard Digital Skills framework for higher education as a starting point, identified one or more case studies within each institution and using the All Aboard framework developed the case studies. The project ran its Technology Enhanced Learning (TEL) Week from 8-15 March 2016 with each institution taking one day to showcase the case studies they had developed to that date. Work continued on the case studies following the TEL week and materials were developed or are in the process of being developed.

The eLearning team (Trinity College) identified a module in Mechanical Engineering taught by Professor Kevin Kelly and developed an animation to support the students in reflection for learning. The team hosted a 'Technology Enhanced Learning Day' on Thursday 10th March 2016. The focus of the day was on reflection – “an activity that requires an individual to examine the manner in which they have responded to a given situation to increase awareness and one’s assumptions and to enable better actions in the future” (Ruland and Ahern, 2007).

Flipped Classroom Project 2015-16, BY2201 – Cell Structure and Function

The aim of the project was to enhance the teaching and learning of the module BY2201, Cell Structure and Function, through the re-design, development and implementation of a flipped learning model.

The flipped learning model allows for multiple modes of learning, a learner-centred environment, purposeful content, and the lecturer as facilitator. The model promotes student engagement, enriches understanding, and develops a culture of discussion, critical thinking and the ability to apply knowledge to new situations. The model represents a shift from passive to active learning. Class time (previously lecture time) is used to identify key areas of difficulty/misconceptions within the subject and reinforce learning through activities and discussion.

The eLearning team acted as instructional designers for the project. They were involved in the design, development, training and implementation phases. A key principle within this project is that of ownership. The task of the instructional designers was to assist the lecturers in translating their teaching from the traditional large class model into a blended and/or flipped model. The lecturers retain control and ownership of their content and teaching. An Instructional design model for the flipped classroom model will be documented for use in other College programmes as an outcome of this project.

VLE Project

A Virtual Learning Environment (VLE) is an essential set of teaching and learning tools, which can, with good quality curriculum design and development, enhance a student's learning experience. The aim of the TCD Virtual Learning Environment (VLE) Project 2015/16 was to tender for a modern and robust VLE with additional functionality, integrations and process improvements, that

would scale to meet the University's strategic and operational needs from 2016-2021. The vendor Blackboard Inc. was awarded the tender in December 2015. The eLearning team was involved in collecting requirements and writing the tender and continues to work closely with IT Services on the design and development of the integrations. The eLearning Manager is a member of the VLE Steering Group and continues to advise on the project.

Conferences

A member of the eLearning team attended the Blackboard annual conference. All members of the team attended the Edtech 2016 and presented at the conference.

Undergraduate Student Retention Analysis

Introduction

The Undergraduate Student Retention analysis has been conducted using the Higher Education Authority (HEA) 'new entrant' logic. The HEA defines new entrants as 'undergraduate students entering third-level for the first time'ⁱ. Therefore the focus is on first year new entrant students, entering Trinity in 2015/16 and their transition from the Junior Freshman to Senior Freshman year in 2016/17. The data used for the basis for this analysis are a snapshot of the new entrant students as of 7 February 2017.

General Overview

There were 3,038 students who met the definition of new entrant recorded on the SITS system, as at 7 February 2017. This was a decrease from 3,091 in 2014/15. Following data cleansing, 264 students were removed from the analysis, leaving 2,774 students remaining.

Table F3: Profile of New Entrant Students excluded from analysis.

One Year Diploma Students ⁱⁱ	- 45
Students entering Trinity in years other than Junior Freshman Year	-153
Students 'Off-Books' ⁱⁱⁱ and 'Off-Books taking assessment' ^{iv}	- 66
End	2774

Table F4: Programme selection of new entrant cohort

Bachelor	2,450
Integrated	252
Diploma	56
Foundation	16
Totals	2774

Table F5(a) below outlines the distribution of new entrant students across the three Faculties, in addition to Multi-Faculty and Two Subject Moderatorship (TSM).

Table F5 (a): New Entrant Students 2015/16 at a glance

	Totals	Female	Male	EU	NEU	FT	PT	Mature	Access
AHSS	882	516	366	837	45	881	1	48	115
FEMS	766	291	475	741	25	750	16	31	98
HS	694	555	139	618	76	694	0	111	78
MF	90	45	45	86	4	90	0	2	12
TSM	342	222	120	327	15	342	0	15	38
TOTALS	2774	1629	1145	2609	165	2757	17	207	341

Retention Profile

Table F5 (b): Outcomes for new entrant first year students 2015/16

Faculty	Total Students	Percentage of new entrants	Progressed to second year		Repeat first year		Transferred to another course		Not retained	
			Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
AHSS	882	31.80%	797	90.36%	14	1.59%	30	3.40%	41	4.65%
FEMS	766	27.61%	679	88.64%	21	2.74%	33	4.31%	33	4.31%
HS	694	25.02%	645	92.94%	6	0.86%	16	2.31%	27	3.89%
MF	90	3.24%	74	82.22%	1	1.11%	3	3.33%	12	13.33%
TSM	342	12.33%	291	85.09%	8	2.34%	25	7.31%	18	5.26%
Totals	2774	100%	2486	89.62%	50	1.80%	107	3.86%	131	4.72%

In 2015/16 a retention rate of 95% was achieved. This exceeds the target of 90% in Trinity's Strategic Plan 2014-19. Retention is defined as students who progressed to their second year (89.62%), repeated their first year (1.8%) and who transferred to another course within College (3.86%).

Therefore the attrition rate, i.e. the rate of new entrant students in 2015/16 not retained by College in 2016/17, was 5%.

The profile of new entrant students not retained is outlined below

Table F6: Non-retained New Entrant Student Profile

	Total	Gender		Attendance		Fee Status		Mature	Access Route
		F	M	FT	PT	EU	NEU		
AHSS	41	24	17	41	0	37	4	2	7
FEMS	33	14	19	32	1	30	3	1	7
HS	27	20	7	27	0	26	1	5	2
MF	12	8	4	12	0	11	1	0	1
TSM	18	12	6	18	0	16	2	0	1
Total	131	78	53	130	1	120	11	8	18
% of intake cohort (ref table F5a)		4.79%	4.63%	4.72%	5.88%	4.60%	6.67%	3.86%	5.28%

Note that 'Part – time', Non-EU, and Access route students continue to show proportionally higher representation (>5%) in the non-retained student category.

Table F7: Progression Profile by Faculty for New Entrant Students

AHSS	FEMS	HS	MF	TSM
95%	95%	96%	87%	95%

Table F8 identifies the progression data for students on 'full-time degree courses' that were successful in annual and supplementary examinations in 2015/16. College performance overall was 95%.

Table F8: Junior Freshmen full-time degree students successfully completing the year 2015/16

Faculty	Course	Total % Pass	Total no. of students	No. who passed
FAHSS	Acting	100	11	11
	Ancient & Medieval History & Culture	100	16	16
	Business Studies and French	89	18	16
	Business Studies and German	92	13	12
	Business Studies and Polish	100	2	2
	Business Studies and Russian	100	6	6
	Business Studies and Spanish	100	9	9
	Catholic Theological Studies	100	3	3
	Classics	100	1	1
	Clinical Speech and Language Studies	91	32	29
	Deaf Studies	88	16	14
	Drama and Theatre Studies	94	16	15
	Early and Modern Irish	67	3	2
	Economic and Social Studies	96	228	218
	English Studies	97	34	33
	European Studies	93	43	40
	History	100	36	36
	History and Political Science	100	27	27
	Irish Studies	100	10	10
	Law	97	91	88
	Law and Business	100	21	21
	Law and French	87	15	13
	Law and German	100	14	14
	Law and Political Science	100	20	20
	Music	100	10	10
	Music Education	100	5	5
	Philosophy	87	16	14
	Philosophy, Political Science, Economics and Sociology	89	36	32
	Psychology	100	32	32
	Social Studies	98	40	39
Sociology and Social Policy	93	27	25	
World Religions & Theology	57	7	4	
Average across AHSS FT Degree Courses		95%	858	817
FEMS	Chemistry with Molecular Modelling	100	4	4
	Computer Science	91	77	70
	Earth Sciences	100	19	19
	Engineering	95	155	147
	Engineering with Management	90	20	18
	Human Genetics	100	13	13
	Management Science and Information Systems	96	28	27
	Mathematics	88	33	29
	Medicinal Chemistry	89	28	25

Faculty	Course	Total % Pass	Total no. of students	No. who passed
	Nanoscience, Physics and Chemistry of Advanced Materials	100	24	24
	Theoretical Physics	76	38	29
	TR071 – common entry Science	93	311	288
	Average across FEMS FT Degree Courses	92%	750	693
HS	Children’s and General Nursing	100	17	17
	Dental Science	96	45	43
	Dental Technology	0	1	0
	Human Nutrition and Dietetics (Joint)	100	22	22
	Medicine	99	160	158
	Midwifery	92	39	36
	Nursing	95	193	184
	Occupational Therapy	100	47	47
	Pharmacy	88	73	64
	Physiotherapy	97	34	33
	Radiation Therapy	90	31	28
	Average across HS FT Degree Courses	95%	662	632
MF	Computer Science and a Language	84	19	16
	Computer Science and Business	92	26	24
	Human Health and Disease	97	31	30
	Political Science and Geography	86	14	12
	Average across MF FT Degree Courses	91%	90	82
TSM	Two Subject Moderatorship (TSM combination data)	92	342	314
	Average across TSM FT Degree Courses	92%	342	314
All	College Average across FT Degree Courses	94%	2702	2538

ⁱ Schools interpreting retention numbers may query numbers as different to those on class lists in SITS for 2015/16. This results from the application of the HEA new entrant logic which excludes students entering a degree in 2015/16, that is their second degree in Trinity; are repeating Year 1; are transferring into Year 1 of a programme of study from another Trinity Programme or are returning to Year 1 having spent a portion of their initial year in Trinity Off-Books.

ⁱⁱ One Year diploma students include (i) 26 students enrolled in History of European Painting; (ii) 11 students in the Diploma of Acting & Theatre; (iii) 2 students in the Diploma of Music, Teaching & Performance (RIAM) and 6 students in the Diploma of Orthodontic Therapy. Of interest is that 8 students enrolled in the above programmes transferred into other programmes on completion of their initial programme.

ⁱⁱⁱ Off Books (36) students are off-register for a defined period and are not included in data reported to HEA.

^{iv} Off Books taking Assessment (30)

Table F9: Faculty of Arts, Humanities and Social Sciences Retention Data 2015/16

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
Acting	11	PROGRESSED SAME COURSE	11	100%	8	3	9	2	11		2	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Ancient and Medieval History and Culture	16	PROGRESSED SAME COURSE	16	100%	7	9	16		16		2	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Business Studies and French	18	PROGRESSED SAME COURSE	16	89%	8	8	15	1	16			1
		REPEAT SAME COURSE	1	6%	1		1		1		1	
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	6%	1		1		1			1
Business Studies and German	13	PROGRESSED SAME COURSE	12	92%	7	5	12		12			1
		REPEAT SAME COURSE	1	8%		1	1		1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Business Studies and Polish	2	PROGRESSED SAME COURSE	2	100%	1	1	2		2			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Business Studies and Russian	6	PROGRESSED SAME COURSE	5	83%	2	3	5		5			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	17%		1	1		1			
		NOT RETAINED										
Business Studies and Spanish	9	PROGRESSED SAME COURSE	9	100%	3	6	9		9			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Catholic Theological Studies	3	PROGRESSED SAME COURSE	3	100%	2	1	3		3		1	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Classics	1	PROGRESSED SAME COURSE	1	100%		1	1		1		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Clinical Speech and Language Studies	32	PROGRESSED SAME COURSE	29	91%	27	2	27	2	29			4
		REPEAT SAME COURSE	1	3%	1		1		1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	6%	1	1	2		2			1
Deaf Studies	16	PROGRESSED SAME COURSE	13	81%	11	2	13		13			3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	3	19%	3		3		3			
Diploma in Acting and Theatre*	5	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	5	100%	4	1	5		5			
		NOT RETAINED										
Drama and Theatre Studies	16	PROGRESSED SAME COURSE	15	94%	11	4	15		15			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	6%		1	1		1			
Early and Modern Irish	3	PROGRESSED SAME COURSE	2	67%		2	2		2			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	33%		1	1		1			
Economic and Social Studies	228	PROGRESSED SAME COURSE	209	92%	95	114	196	13	209		2	33
		REPEAT SAME COURSE	4	2%	1	3	3	1	4			1
		TRANSFERRED OTHER COURSE	5	2%	2	3	4	1	5			
		NOT RETAINED	10	4%	4	6	10		10			4
English Studies	34	PROGRESSED SAME COURSE	30	88%	19	11	29	1	30		2	2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	3	9%	1	2	3		3			1
		NOT RETAINED	1	3%		1	1		1			1
European Studies	43	PROGRESSED SAME COURSE	38	88%	32	6	37	1	38		1	7
		REPEAT SAME COURSE	2	5%	1	1	2		2			2
		TRANSFERRED OTHER COURSE	1	2%	1		1		1			
		NOT RETAINED	2	5%	2		2		2			
History	36	PROGRESSED SAME COURSE	34	94%	12	22	32	2	34		2	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	1	3%	1			1	1			
History and Political Science	27	PROGRESSED SAME COURSE	25	93%	13	12	21	4	25		2	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	4%	1		1		1			1
		NOT RETAINED	1	4%		1	1		1			
History of European Painting*	1	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										

Table F9: Faculty of Arts, Humanities and Social Sciences Retention Data 2015/16

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	FT	PT		
		TRANSFERRED OTHER COURSE	1	100%		1	1			1	1	
		NOT RETAINED										
Irish Studies	10	PROGRESSED SAME COURSE	10	100%	6	4	10		10		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Law	91	PROGRESSED SAME COURSE	87	96%	51	36	87		87		4	11
		REPEAT SAME COURSE	2	2%	2		2		2			2
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	2%	2		2		2			
Law and Business	21	PROGRESSED SAME COURSE	20	95%	12	8	20		20			4
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	5%	1		1		1			
		NOT RETAINED										
Law and French	15	PROGRESSED SAME COURSE	13	87%	11	2	13		13			4
		REPEAT SAME COURSE	1	7%	1			1	1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	7%		1	1		1		1	
Law and German	14	PROGRESSED SAME COURSE	11	79%	8	3	11		11			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	3	21%	2	1	3		3			
		NOT RETAINED										
Law and Political Science	20	PROGRESSED SAME COURSE	19	95%	14	5	18	1	19			5
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	5%	1		1		1			
		NOT RETAINED										
Music	10	PROGRESSED SAME COURSE	9	90%	3	6	8	1	9		1	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	10%	1			1	1			
Music Education	5	PROGRESSED SAME COURSE	5	100%	4	1	5		5			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
Music Teaching and Performance (RIAM)*	2	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	100%	2		2		2			
		NOT RETAINED										
Philosophy	16	PROGRESSED SAME COURSE	14	88%	6	8	14		14		2	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	13%		2	2		2			
Philosophy, Political Science, Economics and Sociology	36	PROGRESSED SAME COURSE	31	86%	16	15	27	4	31			6
		REPEAT SAME COURSE	2	6%	1	1	2		2			1
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	2	6%	2		1	1	2			
Professional Diploma in Stage Management and Technical Theatre	16	PROGRESSED SAME COURSE	14	88%	7	7	13	1	14		3	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	13%	1	1	1	1	2			
Psychology	32	PROGRESSED SAME COURSE	31	97%	21	10	26	5	31		4	2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	3%	1		1		1		1	
Social Studies	40	PROGRESSED SAME COURSE	38	95%	34	4	38		38		8	6
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	3%	1		1		1			
		NOT RETAINED	1	3%	1		1		1			
Sociology and Social Policy	27	PROGRESSED SAME COURSE	23	85%	13	10	23		23		5	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	7%	2		2		2			
		NOT RETAINED	2	7%	1	1	2		2		1	
World Religions and Theology	7	PROGRESSED SAME COURSE	2	29%		2	2		2			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	14%		1	1		1			
		NOT RETAINED	4	57%	3	1	4		4			
Grand Total	882		882		516	366	837	45	881	1	48	115

* Courses marked with an asterisk are one year courses from which students transferred into other programmes on completion and therefore were retained in College and included in the analysis.

Table F10: Faculty of Engineering, Mathematics and Science Retention Data 2015/16

School	Course	Totals		Gender		Attendance		Fee status		Mature	Access
		Total	Total %	F	M	Full-Time	Part-Time	EU	NEU	Y	Total
Chemistry	Medicinal Chemistry	28	--	11	17	28	0	28	0	0	5
	Progressed Same Course	21	75.00%	7	14	21	0	21	0	0	3
	Repeat Same Course	0	0.00%	0	0	0	0	0	0	0	0
	Transferred Other Course	3	10.71%	2	1	3	0	3	0	0	1
	Not Retained	4	14.29%	2	2	4	0	4	0	0	1
Computer Science and Statistics	Computer Science	77	--	13	64	77	0	73	4	1	1
	Progressed Same Course	67	87.01%	10	57	67	0	65	2	1	1
	Repeat Same Course	4	5.19%	0	4	4	0	3	1	0	0
	Transferred Other Course	1	1.30%	1	0	1	0	1	0	0	0
	Not Retained	5	6.49%	2	3	5	0	4	1	0	0
	Information Systems	16	--	3	13	0	16	16	0	15	0
	Progressed Same Course	15	93.75%	3	12	0	15	15	0	15	0
	Repeat Same Course	0	0	0	0	0	0	0	0	0	0
	Transferred Other Course	0	0	0	0	0	0	0	0	0	0
	Not Retained	1	6.25%		1	0	1	1	0	0	0
	MSISS	28	--	10	18	28	0	28	0	1	4
	Progressed Same Course	27	96.43%	10	17	27	0	27	0	1	4
	Repeat Same Course	1	3.57%		1	1	0	1	0	0	0
Transferred Other Course	0	0	0	0	0	0	0	0	0	0	
Not Retained	0	0	0	0	0	0	0	0	0	0	
Engineering	Engineering	155	--	48	107	155	0	147	8	2	9
	Progressed Same Course	144	92.90%	44	100	144	0	138	6	2	8
	Repeat Same Course	4	2.58%		4	4	0	4	0	0	1
	Transferred Other Course	3	1.94%	2	1	3	0	3	0	0	0
	Not Retained	4	2.58%	2	2	4	0	2	2	0	0
	Engineering w. Manage	20	--	3	17	20	0	19	1	0	1
	Progressed Same Course	17	85.00%	2	15	17	0	16	1	0	1
	Repeat Same Course	0	0	0	0	0	0	0	0	0	0
	Transferred Other Course	2	10.00%	1	1	2	0	2	0	0	0
Not Retained	1	5.00%		1	1	0	1	0	0	0	
Genetics and Microbiology	Human Genetics	13	--	11	2	13	0	13	0	0	1
	Progressed Same Course	11	84.62%	9	2	11	0	11	0	0	1
	Repeat Same Course	0	0	0	0	0	0	0	0	0	0
	Transferred Other Course	2	15.38%	2	0	2	0	2	0	0	0
	Not Retained	0	0	0	0	0	0	0	0	0	0
Mathematics	Mathematics	33	--	8	25	33	0	31	2	1	6
	Progressed Same Course	29	87.88%	7	22	29	0	28	1	1	5
	Repeat Same Course	1	3.03%	0	1	1	0	0	1	0	0
	Transferred Other Course	1	3.03%	1	0	1	0	1	0	0	1
	Not Retained	2	6.06%	0	2	2	0	2	0	0	0
Natural Sciences	Earth Sciences	19	--	11	8	19	0	19	0	1	3
	Progressed Same Course	19	100.00%	11	8	19	0	19	0	1	3
	Repeat Same Course	0	0	0	0	0	0	0	0	0	0
	Transferred Other Course	0	0	0	0	0	0	0	0	0	0
	Not Retained	0	0	0	0	0	0	0	0	0	0
Physics	Theoretical Physics	38	--	6	32	38	0	37	1	0	2
	Progressed Same Course	26	68.42%	2	24	26	0	26	0	0	1
	Repeat Same Course	2	5.26%		2	2	0	1	1	0	0
	Transferred Other Course	8	21.05%	4	4	8	0	8	0	0	1
	Not Retained	2	5.26%		2	2	0	2	0	0	0
Multi-School	Chemistry w. Mol Model	4	--	1	3	4	0	4	0	0	3
	Progressed Same Course	4	100.00%	1	3	4	0	4	0	0	3
	Repeat Same Course	0	0	0	0	0	0	0	0	0	0
	Transferred Other Course	0	0	0	0	0	0	0	0	0	0
	Not Retained	0	0	0	0	0	0	0	0	0	0
	NPCAM	24	--	6	18	24	0	23	1	0	3
	Progressed Same Course	24	100.00%	6	18	24	0	23	1	0	3
	Repeat Same Course	0	0	0	0	0	0	0	0	0	0
	Transferred Other Course	0	0	0	0	0	0	0	0	0	0
	Not Retained	0	0	0	0	0	0	0	0	0	0
	Science	311	--	160	151	311	0	303	8	10	60
	Progressed Same Course	275	88.42%	142	133	275	0	268	7	8	48
	Repeat Same Course	9	2.89%	2	7	9	0	9	0	1	5
Transferred Other Course	13	4.18%	8	5	13	0	12	1	0	1	
Not Retained	14	4.50%	8	6	14	0	14	0	1	6	
Grand Total	--	766	--	291	475	750	16	741	25	31	98

Table F11: Faculty of Health Sciences Retention Data 2015/16

Course	Total on Course	OUTCOME	Totals		Gender		Fee Status		Attendance		Mature	Access
			Total No.	Total %	F	M	EU	NEU	F	P		
Dental Hygiene	8	PROGRESSED SAME COURSE	7	87.5%	6	1	7	0	7	0	3	2
		REPEAT SAME COURSE	1	12.5%	1	0	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Dental Nursing	24	PROGRESSED SAME COURSE	24	100.0%	24	0	24	0	24	0	2	6
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Dental Science	45	PROGRESSED SAME COURSE	38	84.4%	24	14	23	15	38	0	7	1
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	2	4.4%	0	2	2	0	2	0	0	1
		NOT RETAINED	5	11.1%	3	2	4	1	5	0	0	0
Dental Technology	1	PROGRESSED SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		REPEAT SAME COURSE	1	100.0%	0	1	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Human Nutrition and Dietetics (Joint Degree)	22	PROGRESSED SAME COURSE	22	100.0%	20	2	22	0	22	0	2	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Medicine	160	PROGRESSED SAME COURSE	158	98.8%	91	67	105	53	158	0	14	14
		REPEAT SAME COURSE	2	1.3%	1	1	2	0	2	0	0	1
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Occupational Therapy	47	PROGRESSED SAME COURSE	46	97.9%	43	3	45	1	46	0	2	6
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	2.1%	1	0	1	0	1	0	0	0
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Physiotherapy	34	PROGRESSED SAME COURSE	33	97.1%	27	6	30	3	33	0	3	3
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	1	2.9%	1	0	1	0	1	0	1	0
Radiation Therapy	31	PROGRESSED SAME COURSE	26	83.9%	19	7	25	1	26	0	0	5
		REPEAT SAME COURSE	1	3.2%	1	0	1	0	1	0	0	0
		TRANSFERRED OTHER COURSE	0	0.0%	0	0	0	0	0	0	0	0
		NOT RETAINED	4	12.9%	2	2	4	0	4	0	0	0
Children's and General Nursing	17	PROGRESSED SAME COURSE	16	94.1%	15	1	16	0	16	0	6	0
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	5.9%	1	0	1	0	1	0	0	1
		NOT RETAINED	0	0.0%	0	0	0	0	0	0	0	0
Midwifery	39	PROGRESSED SAME COURSE	34	87.2%	34	0	34	0	34	0	13	5
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	1	2.6%	1	0	1	0	1	0	0	0
		NOT RETAINED	4	10.3%	4	0	4	0	4	0	1	0
Nursing	193	PROGRESSED SAME COURSE	184	95.3%	176	8	184	0	184	0	50	22
		REPEAT SAME COURSE	1	0.5%	1	0	1	0	1	0	1	0
		TRANSFERRED OTHER COURSE	2	1.0%	2	0	2	0	2	0	0	1
		NOT RETAINED	6	3.1%	5	1	6	0	6	0	3	1
Pharmacy	73	PROGRESSED SAME COURSE	57	78.1%	41	16	55	2	57	0	3	7
		REPEAT SAME COURSE	0	0.0%	0	0	0	0	0	0	0	0
		TRANSFERRED OTHER COURSE	9	12.3%	6	3	9	0	9	0	0	1
		NOT RETAINED	7	9.6%	5	2	7	0	7	0	0	1
Faculty Health Sciences Total	694		694		555	139	618	76	694	0	111	78

Table F12: Multi-Faculty Retention Data 2015/16

Course	Totals		Gender		Attendance		Fee status		Mature	Access
	Total	Total %	F	M	Full-Time	Part-Time	EU	NEU	Y	Total
Computer Science & Business	26	--	4	22	26	0	25	1	0	3
Progressed Same Course	23	88.46%	3	20	23	0	22	1	0	3
Repeat Same Course	1	3.85%	0	1	1	0	1	0	0	0
Transferred Other Course	1	3.85%	1	0	1	0	1	0	0	0
Not Retained	1	3.85%	0	1	1	0	1	0	0	0
Computer Science & Language	19	--	12	7	19	0	19	0	0	3
Progressed Same Course	15	78.95%	9	6	15	0	15	0	0	3
Repeat Same Course	0	0	0	0	0	0	0	0	0	0
Transferred Other Course	2	10.53%	1	1	2	0	2	0	0	0
Not Retained	2	10.53%	2	0	2	0	2	0	0	0
Political Science & Geography	14	--	6	8	14	0	12	2	0	1
Progressed Same Course	9	64.29%	3	6	9	0	8	1	0	0
Repeat Same Course	0	0	0	0	0	0	0	0	0	0
Transferred Other Course	0	0	0	0	0	0	0	0	0	0
Not Retained	5	35.71%	3	2	5	0	4	1	0	1
Human Health & Disease	31		23	8	31	0	30	1	2	5
Progressed Same Course	27	87%	20	7	27	0	26	1	2	5
Repeat Same Course	0		0	0	0	0	0	0	0	0
Transferred Other Course	0		0	0	0	0	0	0	0	0
Not Retained	4	13%	3	1	4	0	4	0	0	0
Totals	90		45	45	90	0	86	4	2	12

Table F13: Two subject Moderatorship Retention Data 2015/16

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
TSM Ancient History and Archaeology	20	PROGRESSED SAME COURSE	16	80%	11	5	12	4	16		1	1
		REPEAT SAME COURSE	1	5%	1		1		1		1	
		TRANSFERRED OTHER COURSE	2	10%	1	1	2		2			
		NOT RETAINED	1	5%	1		1		1			
TSM Classic Civilisation	27	PROGRESSED SAME COURSE	25	93%	20	5	25		25		3	2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	2	7%	2		2		2			
		NOT RETAINED										
TSM Drama Studies	22	PROGRESSED SAME COURSE	20	91%	9	11	20		20		1	5
		REPEAT SAME COURSE	1	5%	1		1		1			
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	5%	1		1		1			
TSM Economics	46	PROGRESSED SAME COURSE	37	80%	12	25	35	2	37			2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	6	13%	1	5	6		6			2
		NOT RETAINED	3	7%	1	2	3		3			
TSM English Literature	86	PROGRESSED SAME COURSE	76	88%	54	22	72	4	76		5	11
		REPEAT SAME COURSE	2	2%	2		2		2			2
		TRANSFERRED OTHER COURSE	4	5%	3	1	4		4			
		NOT RETAINED	4	5%	2	2	2	2	4			
TSM Film Studies	23	PROGRESSED SAME COURSE	19	83%	12	7	17	2	19			5
		REPEAT SAME COURSE	2	9%	2		2		2			1
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	2	9%	2		1	1	2			
TSM French	70	PROGRESSED SAME COURSE	57	81%	43	14	57		57		1	3
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	5	7%	4	1	5		5			2
		NOT RETAINED	8	11%	6	2	8		8			1
TSM Geography	26	PROGRESSED SAME COURSE	22	85%	14	8	22		22			4
		REPEAT SAME COURSE	2	8%	2		2		2			1
		TRANSFERRED OTHER COURSE	1	4%		1	1		1			1
		NOT RETAINED	1	4%	1		1		1			
TSM German	23	PROGRESSED SAME COURSE	17	74%	13	4	17		17		2	
		REPEAT SAME COURSE	4	17%	4		4		4			2
		TRANSFERRED OTHER COURSE										
		WAS NOT RETAINED	2	9%	1	1	2		2			
TSM Greek	2	PROGRESSED SAME COURSE	1	50%		1	1		1			
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED	1	50%	1		1		1			
TSM History	42	PROGRESSED SAME COURSE	40	95%	23	17	36	4	40		2	5
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	2%	1		1		1			
		NOT RETAINED	1	2%		1		1	1			
TSM History of Art and Architecture	43	PROGRESSED SAME COURSE	38	88%	30	8	36	2	38		1	2
		REPEAT SAME COURSE	1	2%	1		1		1		1	
		TRANSFERRED OTHER COURSE	1	2%	1		1		1			
		WAS NOT RETAINED	3	7%	1	2	3		3			
TSM Italian	16	PROGRESSED SAME COURSE	15	94%	9	6	15		15		1	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	6%	1		1		1			
		NOT RETAINED										
TSM Jewish and Islamic Civilisations	5	PROGRESSED SAME COURSE	4	80%	3	1	4		4		2	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	20%		1	1		1			
		NOT RETAINED										
TSM Latin	0	PROGRESSED SAME COURSE										
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
TSM Mathematics	23	PROGRESSED SAME COURSE	17	74%	9	8	17		17			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	5	22%		5	5		5			1
		NOT RETAINED	1	4%		1	1		1			
TSM Modern Irish	25	PROGRESSED SAME COURSE	18	72%	12	6	18		18		2	
		REPEAT SAME COURSE										

Table F13: Two subject Moderatorship Retention Data 2015/16

Course Title	Total on Course	Outcome	Totals		Gender		Fee Status		Attendance		Mature	Access
		TRANSFERRED OTHER COURSE	5	20%	4	1	5		5			
		NOT RETAINED	2	8%	2		2		2			
TSM Music	14	PROGRESSED SAME COURSE	13	93%	11	2	13		13			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	7%		1	1		1			
		NOT RETAINED										
TSM Philosophy	39	PROGRESSED SAME COURSE	33	85%	15	18	32	1	33		1	2
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	5	13%	2	3	5		5			
		NOT RETAINED	1	3%	1		1		1			
TSM Psychology	16	PROGRESSED SAME COURSE	14	88%	11	3	13	1	14			1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	1	6%	1		1		1			
		NOT RETAINED	1	6%		1	1		1			
TSM Russian	5	PROGRESSED SAME COURSE	5	100%	3	2	5		5		2	
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE										
		NOT RETAINED										
TSM Sociology	61	PROGRESSED SAME COURSE	56	92%	38	18	51	5	56			8
		REPEAT SAME COURSE	2	3%	1	1	2		2			1
		TRANSFERRED OTHER COURSE	3	5%	3		3		3			
		NOT RETAINED										
TSM Spanish	36	PROGRESSED SAME COURSE	28	78%	15	13	28		28		1	2
		REPEAT SAME COURSE	1	3%		1	1		1			1
		TRANSFERRED OTHER COURSE	3	8%	3		3		3			1
		NOT RETAINED	4	11%	4		4		4			1
TSM World Religions and Theology	14	PROGRESSED SAME COURSE	11	79%	9	2	10	1	11		3	1
		REPEAT SAME COURSE										
		TRANSFERRED OTHER COURSE	3	21%	3		3		3			1
		NOT RETAINED										
Total*	684											
Grand Total FTE	342				222	120	327	15	342		15	38

*As each student in TSM takes two subjects, the total across all subjects (684) is double the actual number of students taking TSM (342).

Cal. Wk	Dates 2017/18 (week beginning)	Outline Structure of Academic Year 2017/18	Notes
1	28-Aug-17	Supplemental Examinations	Statutory Term (Michaelmas) begins
2	04-Sep-17		
3	11-Sep-17		
4	18-Sep-17	Freshers' Week / Undergraduate Orientation Week	
5	25-Sep-17	Teaching Week 1	Michaelmas Lecture Term begins
6	02-Oct-17	Teaching Week 2	
7	09-Oct-17	Teaching Week 3	
8	16-Oct-17	Teaching Week 4	
9	23-Oct-17	Teaching Week 5	
10	30-Oct-17	Teaching Week 6 (Monday, Public Holiday)	
11	06-Nov-17	Teaching Week 7 - Study Week	
12	13-Nov-17	Teaching Week 8	
13	20-Nov-17	Teaching Week 9	
14	27-Nov-17	Teaching Week 10	
15	04-Dec-17	Teaching Week 11	
16	11-Dec-17	Teaching Week 12	← Michaelmas Term ends Sunday 17 December 2017
17	18-Dec-17	Christmas Period (College closed 22 December 2017 to 1 January 2018, inclusive)	
18	25-Dec-17		
19	01-Jan-18		
20	08-Jan-18	Foundation Scholarship Examinations	Note: it may be necessary to hold some exams in the preceding week.
21	15-Jan-18	Teaching Week 1	Hilary Term begins
22	22-Jan-18	Teaching Week 2	
23	29-Jan-18	Teaching Week 3	
24	05-Feb-18	Teaching Week 4	
25	12-Feb-18	Teaching Week 5	
26	19-Feb-18	Teaching Week 6	
27	26-Feb-18	Teaching Week 7 - Study Week	
28	05-Mar-18	Teaching Week 8	
29	12-Mar-18	Teaching Week 9	
30	19-Mar-18	Teaching Week 10 (Monday, Public Holiday)	
31	26-Mar-18	Teaching Week 11 (Friday, Good Friday)	
32	02-Apr-18	Teaching Week 12 (Monday, Easter Monday)	← Hilary Term ends Sunday 8 April 2018
33	09-Apr-18	Revision Trinity Week (Monday, Trinity Monday)	Trinity Term begins
34	16-Apr-18	Revision	
35	23-Apr-18	Revision	
36	30-Apr-18	Annual Examinations 1	Annual Examination period: Four weeks followed by five weeks for marking, examiners' meetings, publication of results, Courts of First Appeal and Academic Appeals.
37	07-May-18	Annual Examinations 2 (Monday, Public Holiday)	
38	14-May-18	Annual Examinations 3	
39	21-May-18	Annual Examinations 4	
40	28-May-18	Marking/Courts of Examiners/Results	
41	04-Jun-18	Marking/Courts of Examiners/Results (Monday, Public Holiday)	
42	11-Jun-18	Marking/Courts of Examiners/Results	
43	18-Jun-18	Marking/Courts of Examiners/Results/ Courts of First Appeal	
44	25-Jun-18	Courts of First Appeal/Academic Appeals	
45 to 52	02 Jul 2018 - 26 Aug 2018	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. ← Ends Sunday 26 August 2018