

**Senior Lecturer/Dean of Undergraduate Studies**

**Annual Report**

**Academic Year 2018/19**

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**Senior Lecturer/Dean of Undergraduate Studies**

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## Executive Summary

This 2018/19 Senior Lecturer's Report draws from the third Annual Report of the Academic Registry (AR), 2018/19 and additional data and information provided on request from AR (located in the Appendices).

The report is presented in three parts; the first presents an overview of developments from 2018/19, the second focusses on Admissions and the composition of the undergraduate student body, and the third presents issues relating to progression and the student lifecycle. Tables and figures were provided by the AR in its report, some of which are reproduced in the Appendices for convenience. Data presented in the form of percentages have been rounded off to the nearest whole number.

The main themes and trends in this report are presented in three parts as follows:

Part I – Overview of Developments: 2018/19

Part II – Admissions

Part III – Student Lifecycle Post-Admission

### Part I Overview of Developments: 2018/19

Much of 2018/19 was devoted to the implementation of the Trinity Education Project (TEP) including, the new Academic Year Structure (AYS), progression and award regulations and the first intake of students to the new programme architecture for Phase I programmes in Science, Engineering, Engineering with Management, Clinical Speech and Language Studies, and Health Sciences programmes.

A number of alternative entry routes were established and expanded during 2018/19 to ensure that the Trinity student body reflects the diversity of Ireland's population. The expansion of progression pathways from Further Education & Training (FET) to programmes offered by the Faculty of Arts, Humanities and Social Sciences (AHSS) took place during the 2018/19 academic year. In addition, in April 2019 Council approved the Asylum Seekers Access Provision (ASAP) Scholarship to support the entry of four students from Direct Provision Centres to Trinity. The Widening Participation Group (WPG), a subcommittee of the Undergraduate Studies Committee (USC), which aims to support Trinity in achieving its strategic objectives on creating a diverse and inclusive undergraduate student body held its first two meetings in 2018/19.

In 2018/19 a proposal for an articulation programme in Engineering, with the University of Michigan-Shanghai Jiao Tong University Joint Institute (UM-SJTU JII) was approved by Council. Three dual-degree programmes with Columbia were approved in 2018/19 with a further two dual-degree programmes recommended for Council approval by USC in early 2019/20. Three undergraduate programmes under the new TEP structures were approved by Council in 2018/19.

## Part II Admissions

The Trinity undergraduate student population continued to grow and diversify with continued growth in non-EU student numbers from 1,538 students in 2017/18 to 1,677 in 2018/19. The diversification of the student body can be attributed to the efforts of the Global Relations Office (GRO) in recruiting non-EU students and the new international partnership agreements developed by Trinity over the last number of years, such as the dual-degree programmes with Columbia University, the partnership agreement with Thapar University, and the International Foundation Programme (IFP) offered through Marino Institute of Education (MIE).

Enrolment of students from Northern Ireland (NI) in Trinity programmes continued to be a challenge, with the uncertainty posed by Brexit presenting further challenges. While applications from NI decreased in 2018/19, the conversion of offers to acceptances remained stable at 36%. Conversion of offers to acceptances increased to 54% in 2018/19 from 49% in 2017/18 for students entering Trinity through the Northern Ireland Feasibility Study (NIFS).

Twenty-two percent (22%) of new entrants to Trinity were through alternative admissions routes consisting of Trinity Access Programmes (TAP) Foundation Courses for Mature Students and Young Adults, mature nursing and the mature dispensation scheme, and the DARE and HEAR schemes. In 2018/19, Trinity was close to achieving its objective of 25% of under-represented groups registered on undergraduate programmes. New FET entry routes approved by Council (January 2019) will further widen participation. In addition, the establishment of the Widening Participation Group (first meeting held in April 2019) will help develop a College-wide approach to widening access to Trinity.

## Part III Student Lifecycle Post-Admission

There were 2,905 new entrants to Trinity in 2018/19 as of 27 February 2020 with a retention rate of 96% achieved. There is a need to follow-up on students who do not remain in Trinity (4%) to develop and implement tailored and timely interventions to support such students to remain in education.

The percentage of students achieving a Gold Medal as a proportion of the overall number of first-class awards in 2018/19 (171) increased by 37% from 2017/18 (125). There was an increase in the number of Gold Medals awarded in the Faculty of Health Sciences with 53 awarded in 2018/19, compared to 22 in 2017/18. Ninety-one (91) Gold Medals were awarded to females and 80 to males in 2018/19.

The AR Report highlights a sharp decrease (75%) in the number of cases submitted to the Courts of First Appeal from 2017/18 following the reassessment period in 2018/19. This can be attributed to the introduction of semesterised assessment and new progression and award regulations introduced in 2018/19 (Special Examinations are no longer available from the academic year 2018/19).

Overall, there was a decrease in the number of examination sittings in 2018/19 (85,005) from 2017/18 (91,207). It is anticipated that TEP and work on implementing the new Trinity Assessment Framework, which emphasises fewer and more diverse assessments and a programme-wide view of assessment, will in time lead to a reduction in the number of examination sittings.

## Part I: Overview of Developments: 2018/19

### 1 Overview of Developments 2018/19

A number of developments took place during 2018/19 and these are presented below under 'Partnership Agreements and course developments', the 'Trinity Education Project', 'Widening Participation and entry routes', and 'Policies'.

#### 1.1 Partnership Agreements and course developments

In 2018/19 Council approved the proposal for an articulation programme in Engineering with the University of Michigan-Shanghai Jiao Tong University Joint Institute (UM-SJTU JI). Registered students complete three years at UM-SJTU JI followed by two years in Trinity's Engineering programme allowing successful students to graduate with the MAI (St). Three dual-degree programmes with Columbia were approved in History of Art and Architecture, Film, and Classics, Ancient History and Archaeology. Two additional dual-degree programmes, Neuroscience and Geoscience, were approved by Council in October 2019.

Six new undergraduate programmes, including the dual-degree programmes above and three under the new TEP structures, were approved by Council. These included proposals to expand two joint-honors subjects, namely Film, and History of Art and Architecture, into full single-subject programmes providing students with an option to graduate with a single honors in these subjects for the first time. Two further proposals for new joint-honors subjects in Linguistics and Social Policy received endorsement from USC in 2018/19 and are scheduled to be presented to Council in 2019/20. In the Faculty of Engineering, Mathematics and Science (FEMS), the Schools of Chemistry and Biochemistry and Immunology collaborated to develop a new moderatorship option in Chemistry with Biosciences for students entering the study of Science through the Chemical Sciences strand (TR061).

Council approved the two-year part-time mode of delivery for the Royal Irish Academy of Music validated Diploma in Music Teaching and Performance from September 2020.

The initial cohort of 40 students enrolled on four dual-degree programmes (English Studies, European Studies, History, Middle Eastern & European Languages and Cultures) offered by Trinity and Columbia University, and 29 students registered for year 3 of the International Engineering Programme (IEP) with Thapar University in 2018/19. The partnership with Singapore Institute of Technology (Singapore IT), in its sixth year, led to 151 students registered in 2018/19, a slight decrease on 2017/18 (161 students).

#### 1.2 Trinity Education Project

The Trinity Education Project (TEP) was one of the goals of the University's Strategic Plan 2014-2019 to renew the Trinity Education. The key features of TEP include:

- a university-wide set of graduate attributes,

- a new programme architecture, including a new joint honors structure,
- a new approach to assessment,
- a capstone or independent research project,
- a new academic year structure,
- revised progression and award regulations, and
- the creation of open modules and Trinity Electives.

In September 2018/19, Council approved the TEP Governance Structures, Roles in TEP Governance Structures, and the Terms of Reference (TOR) and membership for TEP Plenary, TEP Steering, and four workstreams – TEP Transitions, TEP Logistics, TEP Features, and TEP Communications (CL/18-19/006).

In 2018/19, the implementation of TEP continued with the first intake of students into Phase I programmes; the introduction of the new academic year structure and semesterised assessment with examinations scheduled after each 12 week teaching semester (December and April/May); and new progression and award regulations applying to undergraduate students on all programmes. The regulations provide students with the opportunity to accumulate 10 ECTS at ‘Qualified Pass’ to progress to year 2, to present for re-assessment in the event of failing modules, and for students entering programmes on the new architecture to have their degree award calculated on their final two years’ results, weighted at 30% and 70% respectively.

Work continued to support the implementation of TEP Phase II programmes in 2019/20 with Council approving a new timetabling policy to support the delivery of the 2019/20 timetable and accompanying procedures for year 1 and 2 programmes under the new Common Architecture. Definition and criteria for the TEP Capstone Project, a stand-alone 20 ECTS module offered in the final year, were approved by Council in 2018/19 along with 27 Trinity Electives to be rolled out in 19/20. The launch of the Trinity Electives website took place in the last week of March 2019, with students selecting their Trinity Electives in April 2019.

The curriculum mapping of programmes under the Common Architecture was completed. This was to ensure that all years of a programme were aligned with the new architecture.

In 2018/19, work began on the implementation of the Trinity Assessment Framework. The piloting of a tool on the mapping of the assessment practices of Schools to support the calibration of assessment workloads at the programme level commenced and will continue into 2019/20.

### 1.3 Widening Participation and entry routes

In April 2019 Council approved the Asylum Seekers Access Provision (ASAP) Scholarship to support the entry of four students from Direct Provision Centres to Trinity by covering their course fees; providing an annual stipend of €1,500 and access to a laptop; and providing free meals and public transport costs. Criteria for eligibility included that the student be attending University for the first time and not eligible for State support. Students will be offered places through the CAO with

those with the highest points offered scholarships. Remaining scholarships will be offered to the next ranking student or to students across faculties.

The Widening Participation Group (WPG), a subcommittee of USC aims to support Trinity in achieving its strategic objectives on creating a diverse and inclusive undergraduate student body, held its first two meetings in 2018/19. The WPG will advocate for and oversee progress in widening participation for underrepresented groups across University life, and will oversee and monitor data on access, participation and retention for widening participation cohorts. It will report its progress to USC on an annual basis.

The expansion of progression pathways from FET programmes to Degree programmes offered by the Faculty of Arts, Humanities and Social Sciences (AHSS) took place during the 2018/19 academic year. New FET entry routes were approved for candidates from FET cognate courses into Law, Global Business, and Business, Economics and Social Studies (BESS); and Maths for Science, Technology, Engineering and Mathematics (STEM), as a Higher Leaving Certificate equivalent for programmes in the School of Mathematics, the School of Engineering and the School of Computer Science and Statistics.

#### 1.4 Policies

Two policies approved by Council in 2018/19 were The Trinity Employability and Employer Guide and a new iteration of the Student Partnership Policy. The Trinity Employability and Employer Guide, developed in response to national policy rooted in the National Skills Strategy and National Plan for Education, was approved in September 2018 (CL/18-19/007). A new iteration of the Student Partnership Policy with the theme 'Transforming Student Engagement: Enhancing Participation in Governance' was approved by Council in November 2018 (CL/18-19/054).

## Part II: Admissions

### 2 Composition of the undergraduate student body

In 2018/19 there were 13,221 registered students on undergraduate programmes in Trinity (72% of the total student population), representing a slight increase on 2017/18 (13,025 students). There were 1,677 non-EU undergraduate students, an increase on 2017/18 (1,538). The data is presented in Table C1(a): Student Body by Fee Status 2018/19-2015/16 below.

Table C1(a): Student Body by Fee Status 2018/19 - 2015/16 (source: AR Annual Report 2018/19; pg. 35)

Student Group / Fee Status	2018/19			2017/18			2016/17			2015/16		
	EU	Non-EU	Grand Total									
Undergraduate	11,544	1,677	<b>13,221</b>	11,487	1,538	<b>13,025</b>	11,361	1,324	<b>12,685</b>	11,422	1,261	<b>12,683</b>
Postgraduate	3,743	1,379	<b>5,122</b>	3,797	1,197	<b>4,994</b>	3,929	962	<b>4,891</b>	4,030	739	<b>4,769</b>
Foundation	64	0	<b>64</b>	61	1	<b>62</b>	54	0	<b>54</b>	59	0	<b>59</b>
<b>Grand Total</b>	<b>15,351</b>	<b>3,056</b>	<b>18,407</b>	<b>15,345</b>	<b>2,736</b>	<b>18,081</b>	<b>15,344</b>	<b>2,286</b>	<b>17,630</b>	<b>15,511</b>	<b>2,000</b>	<b>17,511</b>
<b>Year on Year Increase</b>			<b>2%</b>			<b>3%</b>			<b>1%</b>			
<b>Accumulative Increase</b>			<b>5%</b>									

The sections below present profiles of the undergraduate non-EU and EU student population, Northern Ireland admissions, and students entering Trinity through alternative access routes.

#### 2.1 Non-EU Undergraduate Students

Table C1(a) reports an increase in the number of non-EU undergraduate students by 416 from 2015/16 to 2018/19. Non-EU students accounted for 13% of the 2018/19 undergraduate student population.

The increase in non-EU students attending Trinity may be attributed to the efforts by Global Relations to recruit international students to meet the Trinity Strategic Plan 2014-19 target of 18% of the overall student population (UG and PG). This target was almost achieved in 2018/19 with non-EU students accounting for 17% of the overall student population (UG and PG). Articulation Agreements and dual-degree programmes have likely contributed to this growth.

Undergraduate registrations<sup>1</sup> for year 1 from 2017/18 to 2018/19 (see Appendix I: Table A4) saw an increase in the number of non-EU registered students in programmes in the Arts, Humanities and Social Sciences (AHSS) (an increase of 17 students), Engineering, Mathematics and Science (EMS) (an increase of 7 students), Health Sciences (an increase of 22 students) and Multi-Faculty (an increase of 35 students). The increase in the number of non-EU students entering programmes in the Health Sciences may be attributed to an increase in the number of students (15) entering such programmes through the International Foundation Programme (IFP) in

<sup>1</sup> Undergraduate (UG), UG Validated and UG Visiting programmes.

2018/19 (see below for more information). Direct entry applications and registrations to Medicine also increased from 54 (2017/18) to 68 (2018/19) due to additional capacity in the School (ref: Table B2 in the AR Annual Report, pg. 21).

In 2018/19 Council approved three dual-degree programmes with Columbia University and one Articulation Agreement with the University of Michigan-Shanghai Jiao Tong University Joint Institute (presented in Table G1 below). Forty (40) students were admitted to dual-degree programmes in English Studies, European Studies, History, Middle Eastern & European Languages and Cultures.

Table G1: Course Proposals approved by University Council, 2018/19 (source: AR Annual Report 2018/19, pg. 67).

Approved by Council	UG / PG	Name of Course	Award	Duration (Years)	NFQ Level	School
20th March 2019	UG	Articulation programme in Engineering, with University of Michigan-Shanghai Jiao Tong University Joint Institute	M.A.I. (St.)	2	9	Engineering
20th March 2019	UG	Dual degree programme in History of Art and Architecture, with Columbia University	B.A.	4	8	Histories and Humanities
8th May 2019	UG	Dual Degree programme in Film, with Columbia University	B.A.	4	8	Creative Arts (Drama, Film and Music)
29th May 2019	UG	Dual Degree programme in Classics, Ancient History and Archaeology, with Columbia University	B.A.	4	8	Histories and Humanities

Trinity's partnership agreements with Thapar University in Engineering and Singapore IT in four programmes across the Health Sciences led to 65 (Thapar) and 151 (Singapore IT) student registrations in 2018/19.

The International Foundation Programme (IFP)<sup>2</sup> delivered by MIE and validated by Trinity was established in 2016. It caters for non-EU students whose second level terminal examination does not qualify them for direct entry to full-time undergraduate degree programmes in Trinity. Students can register for one of two pathways – pathway A prepares students to enter Arts and Social Sciences programmes and pathway B, Engineering, Health Science and Science programmes.

In 2018/19 MIE processed a total of 220 applications (an increase of 40 from 2017/18) from more than 44 countries resulting in 80 registrations (50 registrations in 2017/18) with

<sup>2</sup> 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).

representation from 14 countries including Saudi Arabia, China, Kuwait, Nigeria, Oman, Palestine, Russia, Turkey, UAE and Ukraine. Thirty-three (33%) of the participants joined pathway A while 67% joined pathway B (ref: AR Annual Report 2018/19, pg. 25, & Table B8, pg. 26). It is expected that the number of students will continue to rise in 2019/20.

## 2.2 EU undergraduate student admissions

In relation to the EU student population, the number of EU registered first-year students (includes UG, UG validated, UG visiting) has remained virtually unchanged over the last five years with a slight decrease in numbers for 2018/19 (3,515). In 2017/18 there were 3,522 registered EU students (see Appendix I: Table A4, Total Undergraduate Year 1 Registrations 2018/19 to 2015/16).

EU students apply to Trinity via the CAO and the proportion of CAO applicants to Trinity (as a proportion of CAO applicants to the University sector) experienced a slight decrease from 2017/18 (17%) to 2018/19 (16%) (see Appendix II: Figure B2, Proportion of CAO Applicants to the University Sector (incl. DIT), 2018-2015). The ratio of applications to quota and of eligible applications to quota has remained stable over the last three admission cycles. However, the ratio of first preference applications and eligible first preference applications to quota decreased by 7% on 2017 with Trinity receiving 7,616 first preference CAO applications in 2018/19 compared to 8,213 in 2017/18 (ref: Table B1: Total CAO Eligible First Preference Applications by Faculty 2018-2015, AR Annual Report, 2018/19 pg. 16-19). Four other Institutions, DCU, UCC, UL and DIT (now Technological University (TU) Dublin), recorded a 1% decrease in first preference applications in 2018/19. Despite the 7% decrease first preference CAO applications well exceeded the quotas on programmes across all Faculties. A new EU student recruitment manager appointed by the Global Relations Office (GRO) in September 2018, and further recruitment planned under the Global Relations Strategy (GRS) 3, will allow for a greater focus on the recruitment of students from Ireland and from EU member states.

## 2.3 Demographic Breakdown of EU applicants and entrants

In 2018/19, 89% of all CAO applicants were from the island of Ireland (see Appendix III: Table A21 Full Breakdown of CAO Applications to Trinity). Other EU applicants (including Britain) and non-EU students applying through the CAO constitute 11% of all CAO applicants. Previous Senior Lecturer's Annual Reports indicate stability in this profile.

In terms of the geographical spread of CAO applicants (including NI) from the island of Ireland, the overwhelming majority in 2018/19 were from Dublin and Leinster (75%). There has been very little variation in this profile year on year and this has been reported in previous Senior Lecturer's Annual Reports. In relation to new entrants from the island of Ireland, 81% were from Dublin and Leinster, slightly larger than the applicant profile (see Appendix IV: Table C4 Distribution of Undergraduate New Entrants by County 2018/19 – 2016/17) representing an increase from the previous year (77% in 2017-18, Senior Lecturer's Annual Report). Limited

accommodation availability and costs associated with living in Dublin are likely to be factors in applicants' decision-making when choosing a Higher Education Institution (HEI) to attend.

## 2.4 Northern Ireland Admissions

The 2017/18 Senior Lecturer's Annual Report reported an overall increase of 60% in the number of applicants from Northern Ireland (NI) from 2014/15 to 2017/18. The growth was attributed in part to the Northern Ireland Engagement Programme (NIEP), launched in 2013<sup>3</sup> with the aim of re-engaging with schools across NI to increase the number of NI students registered for undergraduate programmes in Trinity.

2018/19 (763) saw a decrease in the number of applicants from NI from 2017/18 (964). Of the 763 applicants, 153 applied via the NI Feasibility Study and 610 through the standard route. The decrease in the number of applications is likely to be attributed to the uncertainty arising from Brexit and the long-term EU fee status of NI students.

The number of offers made to NI Feasibility Study students decreased from 2017/18 (288) to 2018/19 (235); however, the conversion of offers to acceptances increased to 54% in 2018/19 from 49% in 2017/18. Overall the conversion of offers to acceptances in respect of all NI applications to Trinity remained stable at 36% (from 2017/18) (see Table B7 below). This stability in acceptances may be attributed to assurances provided by the Department of Education and Skills that all UK entrants in 2018 and in 2019 will be entitled to 'free-fees' for the duration of their degree. The timing of the announcement by the Department was quite late and may not have been widely known at the time of CAO application.

Table B7: Northern Ireland Feasibility Study applicants, offers and acceptances 2018 – 2015 (source: AR Annual Report 2018/19, pg. 24).

Year	NI Applications to Trinity	Trinity Offers made to NI Students	Acceptances
2018	610 (Standard)	181 (Standard)	56 (31%)
	153 (Feasibility Study)	54 (Feasibility Study)	29 (54%)
	<b>Total 763</b>	<b>Total 235</b>	<b>Total 85 (36%)</b>
2017	701 (Standard)	207 (Standard)	65 (31%)
	263 (Feasibility Study)	81 (Feasibility Study)	40 (49%)
	<b>Total 964</b>	<b>Total 288</b>	<b>Total 105 (36%)</b>
2016	736 (Standard)	197 (Standard)	79 (40%)

<sup>3</sup> Students seeking entry via the Feasibility Study are required to apply through the CAO in the normal way but have to complete an additional application form and return this to the TCD Admissions Office by 1 May of the year in which they hope to matriculate. A maximum of 3 places (depending on the course quota) are set aside in all courses (excluding Medicine), which students from NI can access with 3 A-levels. Students have to present with the minimum profile of ABB and meet course-specific requirements. They are ranked on merit.

	192 (Feasibility Study)	48 (Feasibility Study)	23 (48%)
	<b>Total 928</b>	<b>Total 245</b>	<b>Total 102 (42%)</b>
2015	543 (Standard)	176 (Standard)	74 (42%)
	211 (Feasibility Study)	68 (Feasibility Study)	33 (48%)
	<b>Total 754</b>	<b>Total 244</b>	<b>Total 107 (44%)</b>

Source: Combination of Central Admissions Office (CAO) & SITS

Improving the conversion of offers to acceptances and registrations is clearly one of the key challenges for NIFS. Unlike UK universities, Trinity is not in a position to make conditional offers to applicants; however, the College can explore ways in which it can engage with applicants post-CAO submission through the use of social media and other forms of digital marketing. The Global Office is currently exploring ways of enhancing its digital marketing activity in NI, as NI student recruitment is part of the Global Relations Strategy 3 (GRS 3).

2018/19 was the fourth year of the NI Feasibility Study and while it cannot continue indefinitely, it sends out a clear message as to Trinity's commitment to the objective of attracting a significantly higher number of students from NI to Trinity and supports the reengagement with NI schools. Council is expected to deliberate on the future of the Study before the end of the 2019/20 academic year.

## 2.5 Alternative access routes and widening participation

There are a number of successful alternative access routes for widening participation groups such as HEAR, DARE<sup>4</sup>, CDETB FET<sup>5</sup> links, TAP Foundation programmes for young adults and mature students, mature nursing and the mature student dispensation scheme. Within the HEAR and DARE scheme, students may enter on full or reduced points.

The College Strategic Plan 2014-19 states that Trinity will increase "the percentage of under-represented groups enrolled on undergraduate courses to 25% in 2019" (Strategic Plan 2014-19, pg. 20). The data presented in Table 2.5 below indicates that 22% of students admitted to undergraduate programmes entered Trinity via Alternative Admission Routes. This falls short of the College Strategic Plan target of 25%. Table 2.5 reports a total of 247 students entering Trinity through DARE in 2018/19, however it is important to note that this does not reflect the number of students with a disability in Trinity due to a significant number of students registering with the Disability Service during the academic year (see Disability Service Annual Report, 2018/19<sup>6</sup>).

<sup>4</sup> The Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) are national admissions schemes aimed at students from low income groups and students with a disability, where qualifying applicants can compete for a quota of reduced Leaving Certificate points places across a range of higher education institutions.

<sup>5</sup> Further Education via the City of Dublin Education and Training Board.

<sup>6</sup> [https://www.tcd.ie/disability/assets/doc/pdf/Annual-report-statistics/18-19/KPIs\\_Statistics\\_2018\\_19.pdf](https://www.tcd.ie/disability/assets/doc/pdf/Annual-report-statistics/18-19/KPIs_Statistics_2018_19.pdf)

Table 2.5: Undergraduate student admissions by Alternative Entry Routes (source: combined data from Tables B3 and B4 provided by the AR, see Appendix V).

Entry Route	2018/19
HEAR – Full Points	37
HEAR – Concession on points	107
HEAR/DARE/FETAC/AFS*	10
DARE (students with a disability) *^	247
Mature Students (mature dispensation & mature nursing)	168
Mature students: TAP Foundation Course	13
Mature students: CDETБ - Pearse College Foundation Course	4
Mature students: CDETБ - Plunket College Foundation course	5
Young Adults TAP Foundation Course	26
Young Adults CDETБ Liberties Liberal Arts	13
Young Adults CDETБ Rathmines	1
<b>Total for alternative entry routes</b>	<b>631</b>
<b>Total CAO Entrants</b>	<b>2,867</b>
<b>Total as a % of new entrants</b>	<b>22%</b>

Note: 10 students (18 in 2017, 11 in 2016) satisfied the entry criteria for the HEAR scheme and are being supported by TAP as ‘HEAR eligible’ students but were admitted through either the DARE/FETAC/AFS entry routes.

\*Includes merit and reduced points.

^ Represents entry routes only (excludes students who subsequently register with the Disability Service post entry).

Table B3 presents the data of students admitted to undergraduate programmes by faculty and gender. Data relating to students who entered through Foundation Courses is not included, as information relating to faculty and gender is not available at present. This data will be presented in subsequent Senior Lecturer’s Annual Reports.

Table B3: Undergraduate New Entrants by Alternative CAO Admission Routes by Faculty, by Gender 2018/19 (source: AR Annual Report 2018/19, pg. 22)\*.

Category of New Entrant	AHSS		EMS		HS		MF		Total
	M	F	M	F	M	F	M	F	
HEAR (Socio-economically disadvantaged) **	13	21	24	19	13	41	2	11	144
Mature students (mature dispensation & mature nursing)	17	23	5	4	15	90	6	8	168
DARE (students with a disability) **^	43	52	34	21	12	56	12	17	247
<b>Totals for Entry Routes</b>	<b>73</b>	<b>96</b>	<b>63</b>	<b>44</b>	<b>40</b>	<b>187</b>	<b>20</b>	<b>36</b>	<b>559</b>
<b>Total CAO Entrants 2018/19</b>	<b>943</b>		<b>853</b>		<b>619</b>		<b>452</b>		<b>2,867</b>
<b>Total as a % of Faculty new entrants - CAO</b>	<b>18%</b>		<b>13%</b>		<b>37%</b>		<b>12%</b>		<b>19%</b>

\*Note table does not include students who entered through HEAR/DARE/FETAC/AFS, TAP and CDET Foundation courses as presented in Table 2.5 above.

\*\*Includes merit and reduced points.

^ Represents entry routes only (excludes students who subsequently register with the Disability Service post entry). Source CAO.

In 2018/19, there was a decrease in applications and in the number of applicants meeting the criteria for the HEAR Scheme, along with a decrease in the number of students registered for the Mature Students Dispensation Scheme (MSDS) from 2017/18 to 2018/19. The decrease in MSDS students is in line with the Seasonally Adjusted Unemployment Rate which was 4.8% in December 2019 and the financial barriers faced by prospective students.

It is important to note that while the above tables represent students admitted through alternative entry routes, they do not represent all Socio-Economically Disadvantaged (SED) students admitted to first-year. Equal Access Data from the Higher Education Authority (HEA) demonstrate that approximately 440 students from SED categories registered in first year of undergraduate study 2014-18, many of whom did not enter via these routes. In addition to this number, an average of 50 student entrants per year, who are not within the HEA target socio-economic groups, are HEAR eligible. It is likely therefore that the figures for SED admissions are likely to be considerably higher than the tables capture. The current estimate is 1,975 SED students 1st to 5th year.

The College's Strategic Plan 2014-19 set a 25% target, the National Access Plan 2015-19 and the Higher Education Authority's (HEA) System Performance Framework 2018-2020 have set specific targets for students progressing from the FET sector. Trinity has made available approximately 100 places through the approval of FET entry routes into a number of undergraduate programmes. FET entry routes to Law, Global Business and BESS were approved by Council in January 2019 and additional places for entry into eight programmes in 2020/21 were approved in November 2019.

In 2018, Trinity embarked on the first cycle of the Programme for Access to Higher Education (PATH) in collaboration with partner HEIs in Leinster Pillar 1<sup>7</sup>. The collaboration aims to increase the number of non-traditional students from six target groups (entrants progressing from FET, first time mature students, low SES students in DEIS schools, lone parents, Irish Traveller students, and students with a disability) entering and successfully completing third level. To this end, Leinster Pillar 1 is delivering the 1916 Bursary scheme, a cross-community mentoring programme, a summer programme to introduce students to Creative Arts course and career options, open-learning modules across four HEIs, and, finally it aims to position Dublin as a UNESCO City of Learning.

The WPG, a sub-committee of USC held its first two meetings in 2018/19. The focus of the Group in 2018/19 was to progress work on developing a single source of reliable data for students entering Trinity through alternative entry routes and in tracking their progression and retention. The WPG concentrated its efforts on identifying ways of promoting awareness of FET entry routes into Trinity programmes. The WPG expects to report on its progress to USC and Council before the end of the 2019/20 academic year.

## 2.6 Trinity Admissions Feasibility Study

The Trinity Admissions Feasibility Study (TAFS) admits students to three courses: Law (10 places), History (10 places) and Ancient and Medieval History and Culture (5 places). In 2018/19, 21 students were admitted: Law (10), History (10), Ancient and Medieval History and Culture (1). This student number represents a slight decrease from 2017/18 (24 students admitted). In 2018, a total of 244 students applied to participate in the Study compared to 269 in 2017/18 and 238 in 2016/17.

TAFS was set up to assist in the development of national policy by seeing if there is a fairer and better mechanism for admitting students to higher education using a range of assessments (including the Leaving Certificate, RPR<sup>8</sup> and a personal statement/essay). It was not designed as an access route for students from socio-economically disadvantaged backgrounds; rather it was explicitly intended to benefit students whose ability and potential might not be captured under the current CAO system, regardless of background (Interim Report 2015). It has been accepted that TAFS as a feasibility study cannot continue indefinitely. In April 2019, Council approved the extension of TAFS for a further two-year period to gather additional data and establish if the Study should be expanded or extended (CL/18-19/158.1). Alternative mechanisms for widening access to Trinity will continue to be explored through the WPG and the Irish University Association (IUA) Task Group on Reform of University Selection and Entry.

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<sup>7</sup> The four HEIs are: MIE, NCAD, IADT and UCD.

<sup>8</sup> Relative Performance Rank (RPR) – the performance of the applicant relative to other applicants from their school. This scale looks at the rank of the applicant compared to every other applicant from their school who has applied to any course, in any college, through the CAO.

## 2.7 Asylum Seekers Access Provision (ASAP) Scholarships

In April 2019, Council approved a proposal to support the entry of students who are asylum seekers and who meet the criteria set out for entry to Trinity under a Scholarship initiative ASAP (CL/18-19/159). ASAP applies to students in Direct Provision who have taken the Irish Leaving Certificate and who are unable to take up CAO offers of places in Trinity due to their classification as non-EU students. The ASAP Scholarship approved by Council supports the entry of four students from Direct Provision Centres within commutable distance to Trinity by covering their course fees, providing an annual stipend of €1,500 and access to a laptop, and providing free meals and public transportation costs.

The application process and selection criteria approved by Council included the completion of a scholarship application form and the provision of supporting documentation to Trinity with offers of support made to students in mid-August after the first round of CAO offers. Nineteen (19) applications were received under the initiative for 2019/20 entry and two Scholarships were awarded.

## 2.8 Entrance Exhibition Awards

2018/19 was the first year of the implementation of the new eligibility criteria for the award of Entrance Exhibitions, approved by Council in October 2017. The new eligibility criteria determined that students who achieved the highest points among Trinity entrants from their secondary school and a minimum of 500 points, including bonus points for mathematics in the Leaving Certificate examination or EU/EEA equivalent, would receive an Entrance Exhibition Award.

In 2018/19, 439 new entrants were awarded an Entrance Exhibition, having achieved a minimum points score of 500 in the Leaving Certificate or equivalent (reference AR Report, 2018/19, pg. 27). This compares with 580 awards in 2017/18. The 2018/19 cohort came from 379 different schools (245 in 2017/18) from all 32 countries in Ireland. Students from 20 EU and non-EU countries including Singapore and the US were also awarded an Entrance Exhibition.

Table B11 below presents data relating to Entrance Exhibition Awards by Faculty and Gender. The Faculty of EMS presented the highest number of Entrance Exhibition Awards (147) followed by AHSS (131) in 2018/19. Fifty-two percent (52%) of recipients identified as female.

Table B11: Entrance Exhibition Awards by Faculty, by Gender, 2018/19 – 2016/17 (source: AR Annual Report 2018/19, pg. 28).

Faculty	2018/19			2017/18			2016/17		
	M	F	Total	M	F	Total	M	F	Total
<b>AHSS</b>	48	83	<b>131</b>	64	107	<b>171</b>	36	77	<b>113</b>
<b>EMS</b>	96	51	<b>147</b>	118	74	<b>192</b>	84	53	<b>137</b>
<b>HS</b>	44	63	<b>107</b>	52	90	<b>142</b>	58	108	<b>166</b>
<b>MF</b>	21	33	<b>54</b>	36	39	<b>75</b>	10	21	<b>31</b>
<b>Total</b>	<b>209</b>	<b>230</b>	<b>439</b>	<b>270</b>	<b>310</b>	<b>580</b>	<b>188</b>	<b>259</b>	<b>447</b>

## Part III: Student Lifecycle Post-Admission

### 3 Retention, progression and performance of students in final degree award

The Strategic Plan 2014-19 set the target of improving rates of undergraduate transition from first to second-year courses from 84% in 2012 to 90% in 2019. Following the recommendation from the Senior Lecturer's Annual Report of 2016/17, the production and analysis of the progression and retention data has been conducted by AR. This Report presents data relating to students' progression and retention for programme years 1-5 for the academic year 2018/19. The data presented for first-year students includes the category 'new entrant', defined by the HEA as 'undergraduate students entering third-level for the first time'. Data on progression and retention is also included for the categories, EU and non-EU students, gender, and students who entered Trinity through alternative entry routes.

#### 3.1 Undergraduate Student Retention Analysis

##### 3.1.1 General Overview

Table 3.1 presents the total number of registered students on Trinity undergraduate programmes in 2018/19 following data cleansing. For the purposes of the progression and retention data presented in this section, 533 students were removed from the analysis, leaving a total of 11,583 registered students on undergraduate programmes.

Table 3.1: Retention Analysis Profile of Students excluded from analysis (source: data provided by AR on 27 February 2020).

Student Status	Number of students
<b>Undergraduate (including validated programmes)</b>	12,116
Diploma and Professional Diploma	-103
Students off books	-165
Students off books assessment	-198
Medical Internship	-61
Student Union Officer	-6
<b>Total number of students</b>	<b>11,583</b>

##### 3.1.2 Undergraduate new entrants: Progression and Retention Profile

Table 3.2 presents data relating to new entrants for 2018/19. A 91.5% progression rate was achieved from year 1 to year 2, which is greater than the 90% target presented in the Trinity Strategic Plan 2014-2019. It also represents an increase on the 2017/18 retention rate (88%).

Retention is defined as students who progressed, repeated year 1 and who transferred to another course within Trinity. The data presented in Table 3.2 reveal an overall retention rate of 96%, which is the same as achieved in 2017/18. However, in comparing the data with 2017/18, a smaller percentage of students transferred to another course in 2018/19 (3%) compared to 2017/18 (5%), and in 2018/19, 2% of students repeated the same course compared to 3% in 2017/18.

Table 3.2: New Entrant Data Year 1, 2018/19 (source: data provided by AR on 27 February 2020)

Standing & Retention	Student No.	%
<b>Year 1</b>	<b>2,905</b>	<b>100.0%</b>
Progressed Same Course	2,658	91.5%
Repeat same course	55	1.9%
Transferred to another course	78	2.7%
Not Retained	114	3.9%
<b>Grand Total</b>	<b>2905</b>	<b>100.0%</b>

Table 3.3 presents new entrant data by Faculty. There is some variance across Faculty for student progression to year 2 with the Faculty of Health Sciences (FHS) achieving a progression rate of 94% (89% in 2017/18), the Faculty of Arts, Humanities and Social Sciences (FAHSS) achieving a progression rate of 93% (91% in 2017/18), the Faculty of Engineering, Mathematics and Science (FEMS) achieving a 91% progression rate (85% in 2017/18), and Multi-Faculty achieving an 85% progression rate (86% in 2017/18), which was the only Faculty that did not achieve the Trinity Strategic Plan target. Improved progression rates for FHS, FAHSS and FEMS may be attributed to the introduction of the semesterisation and supplemental examinations.

Table 3.3: New Entrant Data by Faculty 2018/19 (source: data provided by AR on 27 February 2020)

Standing & Retention	AHSS		EMS		HS		MF		Total	
	N	%	N	%	N	%	N	%	N	%
<b>Year 1</b>	<b>984</b>	<b>100%</b>	<b>842</b>	<b>100%</b>	<b>707</b>	<b>100%</b>	<b>372</b>	<b>100%</b>	<b>2905</b>	<b>100%</b>
Progressed Same Course	914	92.9%	763	90.6%	665	94.1%	316	84.9%	2658	91.5%
Repeat same course	13	1.3%	17	2.0%	12	1.7%	13	3.5%	55	1.9%
Transferred to another course	21	2.1%	21	2.5%	12	1.7%	24	6.5%	78	2.7%
Not Retained	36	3.7%	41	4.9%	18	2.5%	19	5.1%	114	3.9%
<b>Grand Total</b>	<b>984</b>	<b>100%</b>	<b>842</b>	<b>100%</b>	<b>707</b>	<b>100%</b>	<b>372</b>	<b>100%</b>	<b>2905</b>	<b>100%</b>

Tables 8a and 8b (see Appendix VI) present data relating to student progression and retention by gender and Faculty. While there was some variability in student enrolments across the three Faculties according to gender, e.g. FEMS (342 Female and 500 Male), there is little difference in the progression and retention rate for males and females in FAHSS and FEMS. However, there are some differences in progression rates in relation to year 2 for males (89%) and females (96%) in the FHS, and for males (77%) and females (90%) in Multi-Faculty programmes. In addition, 11% of males on Multi-Faculty programmes transferred to another course compared to 4% of females.

Examining the progression and retention of EU and non-EU students (new entrants), it can be seen from data presented in Tables 9a and 9b (see Appendix VII) that there are some differences in the progression and retention rates of students from EU and non-EU countries across the Faculties of AHSS, EMS and Multi-Faculty. Non-EU student attrition is greater on programmes within the FAHSS (8% compared to 3% EU) and FEMS (12% compared to 5% EU). Caution is urged when interpreting this data due to the small number of non-EU students. However, there is a need for greater student supports to be targeted at non-EU students as they transition to Trinity and to living in a new country that may have different cultural traditions than their countries of origin.

### *3.1.3 Undergraduate registered students: progression and retention*

The 2018/19 Senior Lecturer's Annual Report presents data on undergraduate student progression and retention across programme years. This data has not been presented in previous Senior Lecturer's Annual Reports and provides us with a snapshot of student progression and retention across five years of the student lifecycle for 2018/19, (see Table 2 in Appendix VIII). From Table 2 it can be seen that the number of students 'not retained' decreases for each programme year, which is to be expected due to student attribution being at its highest in first-year.

Delving deeper and examining data for EU and non-EU student progression and retention by faculty across years 1 to 5 (see Appendix IX) highlights some differences across Faculty and years. Taking first-year, FEMS had the highest student attrition at nearly 6%, while FHS had the lowest at 2.5%. Overall student attrition for 2018/19 across years was 2%. Of note from the table is the increase in non-EU registered students across years, mainly in FAHSS programmes (year 4 – 32 students, year 1 – 90 students).

Table 4 (see Appendix X) presents data on student progression and retention by Faculty and gender across years 1 to 5. Examining student registration across the three faculties over the five years by gender, FEMS was the only faculty with significantly more males than females, which is not surprising. Of interest is the variability, although small, in progression rates across the faculties with slightly more females having progressed to the subsequent year of a programme than males. For Multi-Faculty, there was a larger difference, with 76% of males progressed to year 2 compared to 90% females. The number of males repeating the same course was greater (across all five years and faculties), especially for year 1. In Multi-Faculty programmes, 11% of males transferred to another course in year 1 compared with 3% of females.

Table 3.4 below presents data on the profile of registered students for years 1 to 5 who were non-retained.

Table 3.4: Non retained UG registered student profile across years 1-5, 2018/19

Faculty	Not Retained	Gender		Fee Status	
		Female	Male	EU	NEU
<b>FHASS</b>	68	35	33	58	10
<b>FEMS</b>	87	25	62	77	10
<b>FHS</b>	38	23	15	36	2
<b>MF</b>	41	24	17	37	4
<b>Grand Total</b>	<b>234</b>	<b>107</b>	<b>127</b>	<b>208</b>	<b>26</b>
<b>% of UG registered students</b>	<b>2%</b>				

It will be some time before a comprehensive analysis can be undertaken to establish trends in student progression and retention across all years of a programme. Such an analysis will be able to provide us with some insights on the profile of students requiring support and the point in time when students will benefit most from tailored interventions during their time in Trinity.

### 3.2 Award Classifications

The AR Annual Report provides comparative data on the percentage of students achieving different award classifications (degree award) in 2018/19 (see Appendix XI: Table E14 Distribution of Grades achieved by Course at Undergraduate Degree Examination in 2018/19). There is little variance in the overall percentage distribution of grades across Faculties for 2018/19 and 2017/18 (from the Senior Lecturer’s Annual Report, 2017/18), though there are some variances across subjects and disciplines. More data is needed over a longer period to establish trends in relation to the distribution of first-class awards and, indeed, awards in other classes. In addition, bands under ‘Second Class’ are subsumed, i.e., division of Second Class First Division and Second Class Second Division for a number of subjects/disciplines for the award classification, making it difficult to monitor the allocation of grades across the two divisions.

It is important that Trinity tracks trends in this space, not just with an internal focus, but also in relation to comparator institutions.

### 3.3 Gold Medals

In April 2018, Council approved that Gold Medals be awarded on the basis of the final overall degree award, calculated on a 30/70 basis over the final two years in line with TEP progression and award regulations. The change came into effect for the new entrant cohort in 2018/19 for TEP Phase 1 programmes and will come into effect in 2019/20 for the new entrant cohort in TEP Phase 2 programmes. Two Models for the award of Gold Medals were approved: Model 1, the overall degree mark only (with the overall degree mark set at 75% or above), and Model 2, an overall degree award mark (with the overall degree mark set at 75% or above), and a minimum of 70% in

each named component of the degree award. It will be some time before the impact of the changes is known.

The percentage of students achieving a Gold Medal as a proportion of the overall number of first-class awards in 2018/19 increased by 2% from 2017/18 (see Table E19 below). The overall percentage of students achieving a Gold Medal as a proportion of the overall number of first-class awards awarded Gold Medals over the last four years has remained relatively stable, i.e. 23% for the year 2016/17, 20% for the year 2017/18, and 22% for the year 2018/19. Of note, is the increase in the percentage of students awarded Gold Medals in the Faculty of Health Sciences from 2017/18 (21%) to 2018/19 (33%).

Table E19: Number of First-Class Degree and Gold Medals awarded by Faculty, 2018/19 – 2015/16 (source: AR Report 2018/19, pg. 65)

Faculty	2018/19		2017/18		2016/17		2015/16	
	First Class Degrees	Gold Medals						
AHSS	287	37	242	33	190	30	190	13
EMS	240	69	204	63	235	70	171	41
HS	159	53	106	22	101	23	132	32
MF	90	12	60	7	81	16	78	14
<b>Total</b>	<b>776</b>	<b>171</b>	<b>612</b>	<b>125</b>	<b>607</b>	<b>139</b>	<b>571</b>	<b>100</b>

Source: SITS

Table E20 below presents the number of Gold Medals awarded by gender. In 2018/19, 80 Gold Medals were awarded to males and 91 to females. The number of Gold Medals awarded to females has increased year on year since 2015/16 to 2018/19.

Table E20: Gold Medals awarded by Gender 2018/19 – 2015/16 (source: AR Report 2018/19, pg. 65)

Gender	2018/19	2017/18	2016/17	2015/16
Male	80	65	80	48
Female	91	60	59	52
<b>Total</b>	<b>171</b>	<b>125</b>	<b>139</b>	<b>100</b>

Source: SITS

### 3.4 Student Cases

In January 2016, responsibility for managing Student Cases moved from Trinity Teaching & Learning to the Academic Registry, where there is a dedicated and integrated team which handles various stages of the student life-cycle.

Table E2(a) below shows a sharp decrease (75%) in the number of cases submitted to the Courts of First Appeal following the reassessment period. This can be attributed to the introduction of

semesterised assessment and new progression and award regulations introduced in 2018/19 (Special Examinations were no longer available from the academic year 2018/19).

Table E2(a): Undergraduate Student Cases: Courts of First Appeal 2018/19 - 2015/16 (source: AR Annual Report 2018/19, pg. 45).

Courts of First Appeal	2018/19		2017/18		2016/17		2015/16	
	Annual	Reasses	Annual	Suppl	Annual	Suppl	Annual	Suppl
Arts, Humanities & Social Sciences	4	4	4	22	9	30	13	34
Law	10	3	5	11	0	0	0	0
Engineering, Science, SCSS	0	11	2	45	3	53	8	46
Medicine, Nursing, Pharmacy, Therapies	2	18	6	64	6	64	9	94
Multi-Faculty (TSM)	0	1	1	6	2	11	3	6
Total	16	37	18	148	20	158	33	180
Overall Total	53		166		178		213	

Source: Extracted from AR Student Cases UG Daily Log

Table E2(b) reports a decrease in the number of student cases arising at the Academic Appeals Committee. In 2018/19 there were eight cases while in 2017/18 there were 37. The decrease can be attributed to the introduction of semesterised assessment and the new progression regulations introduced in 2018/19

Table E2(b): Number of Undergraduate Cases: Academic Appeals Committee: 2018/19 - 2015/16 (source: AR Annual Report 2018/19, pg. 46).

Academic Appeals	2018/19		2017/18		2016/17		2015/16	
	Semester 1 + 2	Reassess	Annual	Suppl	Annual	Suppl	Annual	Suppl
Arts, Humanities & Social Sciences	0	2	5	5	4	10	1	19
Law	1	0	0	0	0	0	0	0
Engineering, Science, SCSS	0	1	0	7	1	10	2	8
Medicine, Nursing, Pharmacy, Therapies	0	4	3	13	1	6	2	20
Multi-Faculty (TSM)	0	0	1	3	0	1	0	2
Total	1	7	9	28	6	27	5	49
Overall Total	8		37		33		54	

Source: Extracted from AR Student Cases UG Daily Log

However, while there has been a decrease overall in the number of student cases being brought to the Court of First Appeal and Academic Appeals Committee, there was an increase in the number

of students requesting to repeat modules off-books following the reassessment session in 2018/19 (127) from 2017/18 (47). This can be attributed to Special Examinations no longer being available.

### 3.5 Plagiarism

A Plagiarism Policy based on a set of shared undergraduate and postgraduate regulations on plagiarism was approved by Council in June 2015. The policy identifies four levels of plagiarism presenting the penalties associated with each; and the requirement that all students complete an online tutorial with a declaration that they have done so when handing in written work for assessment. Information on plagiarism is consolidated on a website hosted by the library and programme handbooks provide links to the website.

The recording of plagiarism cases at the module level in SITS became available in 2015. The number of recorded cases in 2015/16 was low (12), increasing to 45 in 2016/17 with a similar number of cases reported in 2017/18 (42) and 2018/19 (47) (ref. AR Annual Report 2018/19, pg. 57). The increase in 2016/17 may have been due to recording and reporting practices becoming more embedded. As more years of data become available, it will be important to track the distribution of the levels of plagiarism across all years of a programme as a means of informing possible future revisions to the policy and/or to educate students in relation to academic integrity.

### 3.6 Examinations

Table E10(b) from the AR Report below presents the breakdown of examination sittings from 2018/19 to 2015/16. The 2018/19 data provides a breakdown of sittings for semester 1 and semester 2.

Table E10(b): Breakdown of Examination Sittings, 2018/19 – 2015/16 (source: AR Annual Report 2018/19, pg. 52)

Examination Sittings	2018/19		2017/18	2016/17	2015/16
	Semester 1	Semester 2			
<b>End of Year / Semester</b>	32,139	68,385	62,430	61,046	75,778
	36,246				
<b>Reassessments / Supplementals</b>		3,644	4,107	3,926	4,260
<b>Specials</b>			98	109	147
<b>Council Approved</b>	Annual	6,649	15,161	15,269	12,562
	Supplemental <sup>^</sup>	477	-	-	-
<b>Term Tests</b>		2,754	6,433	5,509	5,533
<b>Foundation Scholarship</b>		2,560	2,470	2,307	2,653
<b>Other *</b>		536	508	480	531
<b>Totals</b>		<b>85,005</b>	<b>91,207</b>	<b>88,646</b>	<b>101,464</b>

<sup>^</sup> Data not available in SITS for 2017/18 – 2015/16, \* Music Entrance Test and Matriculation (number of students who applied). Source: SITS

The AR Annual Report 2018/19 reported a decrease in the number of examination sittings from 2017/18 (91,207) to 2018/19 (85,005), though there was an increase in the number of examination sittings scheduled in the formal assessment periods by 9.5% from 2017/18 to 2018/19. The report attributes the changes to the introduction of the new academic year structure, which resulted in the realignment of some Council approved examinations into the formal end of Semester assessment periods. It also attributes the changes to the TEP requirement that all modules carry a credit of either 5 ECTS or 10 ECTS, resulting in modules with larger ECTS being split into five-credit modules. To accommodate the increase in the number of examination sittings AR increased the number of examination sessions per day from two to three, each session with multiple examination durations (six different durations ranging from 1 hour to 3.5 hours). There were a total of 59 examination sessions in 2018/19 (17 in semester 1, 25 in semester 2, and 17 in semester 3). To reduce the disruption to students taking examinations of a longer duration there is a need to rationalise examination durations across all examination sessions.

The above data suggests there is a need for a change in culture regarding assessment practices as envisaged by the TEP Assessment Framework, which places the focus on fewer, more diverse assessments, a programme/subject-view of assessment, and a reduction in high stakes summative end-of-semester examinations. The introduction of the new academic year structure in 2018/19 and end-of-semester assessment led to a reduction in the time available for assessment and supplementals.

Academic Practice is progressing work on mapping the assessment practices of Schools across programmes with the appointment of Teaching Fellows and assessment assistants to support Schools with mapping their assessment practices at the programme level. An institutional programme assessment tool is currently being developed to support the mapping of assessment practices across College.

### 3.7 Examination Accommodations

In 2018/19, the number of students that registered for examination accommodations with the Disability Service at the annual examination session increased to 1,199 students from 1,022 in 2017/18 representing a 17% increase. However, the number of students who requested an examination accommodation via their Tutor who were not registered with the Disability Service decreased by 45% from 2017/18 to 2018/19 (ref: AR Annual Report 2018/19 pg. 52).

The increase in the numbers of students registering for examination accommodations at the annual examination sessions may be attributed to an increase in the number of students registered with the Disability Service. Overall, 11% of undergraduate students registered with a disability in 2018/19 (ref. Disability Service Annual Report 2018/19, pg. 7).

The approval of a policy on reasonable accommodations in January 2018 on foot of extensive work by the Disability Service, the Dean of Graduate Studies and the Senior Lecturer/Dean of Undergraduate Studies is to be welcomed, particularly in the context of the introduction of semesterised examinations, insofar as it sets out clear procedures and cut-off dates for seeking

and granting examination accommodations. The effectiveness of the policy in supporting students, whilst ensuring that there is time to plan for capacity requirements in relation to venues, will have to be monitored over the next number of years.

### 3.8 Foundation Scholarship

In 2018/19, 58 new Foundation and Non-Foundation Scholars were elected, compared with 73 in 2017/18 and 55 in 2016/2017 (Table E13 below). Of the Foundation and Non-Foundation Scholarships awarded, 27 were to females and 31 to males compared to 38 to females and 35 to males in 2017/18.

2018/19 was the fourth year in which 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. Furthermore, to be eligible for Scholarships, 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.

The introduction of the new academic year structure, which designated a week for Foundation Scholarship examinations at the beginning of January, reflects the status of ‘Schol’ as a distinctive examination. However, it may be timely to consider alternative timing for Schol and the alignment of the Foundation Scholarship examination with the new Trinity Curriculum landscape.

Table E13: Number of Foundation and Non-Foundation Scholarships Awarded 2018/19 – 2015/16 (AR Annual Report 2018/19, pg. 57).

Faculty	2019		2018		2017		2016	
	Female	Male	Female	Male	Female	Male	Female	Male
AHSS	6	8	12	11	10	5	9	11
EMS	7	13	11	17	6	19	5	10
HS	10	7	14	6	12	1	9	4
MF	4	3	1	1	1	1	2	1
<b>Total</b>	<b>27</b>	<b>31</b>	<b>38</b>	<b>35</b>	<b>29</b>	<b>26</b>	<b>25</b>	<b>26</b>
<b>Overall Total</b>	<b>58</b>		<b>73</b>		<b>55</b>		<b>1</b>	

## Appendices

Tables / Figures provided by Academic Registry

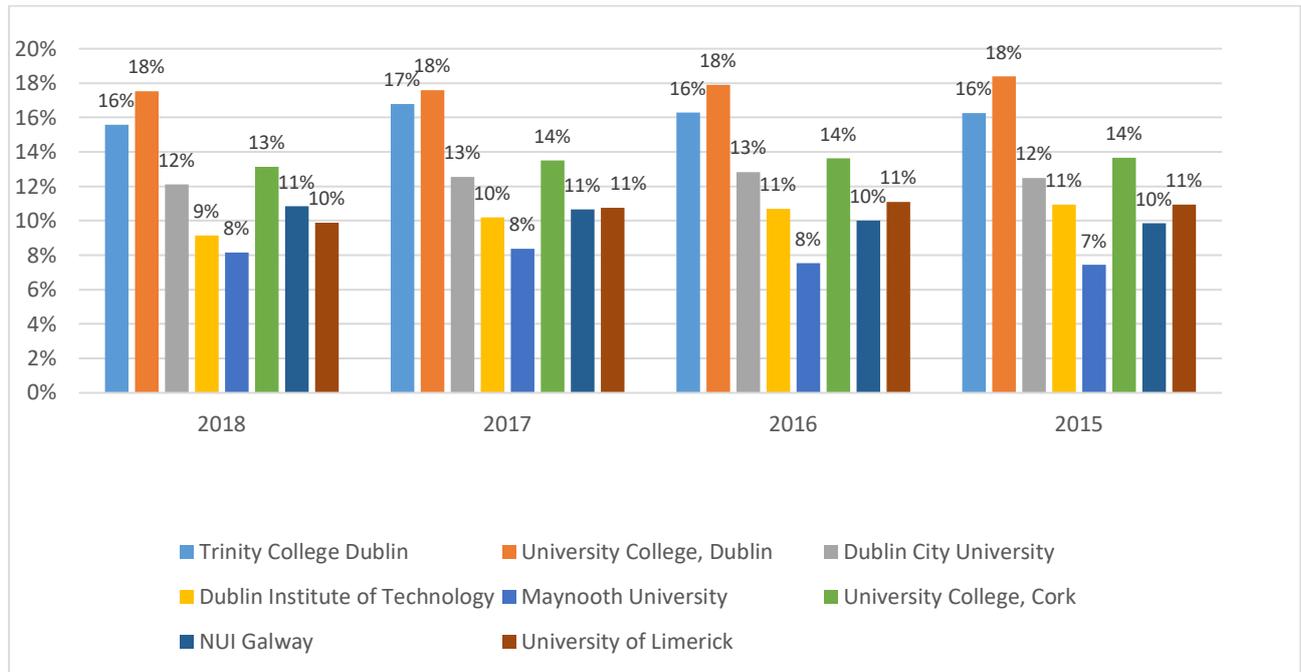
## Appendix I

**Table A4: Total Undergraduate Year 1 Registrations 2018/19 to 2015/16 (source: provided by AR, February 2020)**

Faculty	Course Group	2018/19			2017-18			2016-17			2015-16		
		EU	Non EU	Total									
AHSS	UG	985	96	1,081	1,016	83	1,099	973	66	1,039	968	47	1,015
	UG Validated	24		24	18	2	20	20	1	21	8		8
	UG Visiting	380	432	812	431	430	861	360	379	739	330	337	667
<b>Total</b>		<b>1,389</b>	<b>528</b>	<b>1,917</b>	<b>1,465</b>	<b>515</b>	<b>1,980</b>	<b>1,353</b>	<b>446</b>	<b>1,799</b>	<b>1,306</b>	<b>384</b>	<b>1,690</b>
EMS	UG	877	45	922	846	43	889	827	25	852	840	31	871
	UG Visiting	97	18	115	96	13	109	89	6	95	96	113	209
	<b>Total</b>	<b>974</b>	<b>63</b>	<b>1,037</b>	<b>942</b>	<b>56</b>	<b>998</b>	<b>916</b>	<b>31</b>	<b>947</b>	<b>936</b>	<b>144</b>	<b>1,080</b>
HS	UG	717	99	816	706	77	783	703	79	782	724	79	803
	<b>Total</b>	<b>717</b>	<b>99</b>	<b>816</b>	<b>706</b>	<b>77</b>	<b>783</b>	<b>703</b>	<b>79</b>	<b>782</b>	<b>724</b>	<b>79</b>	<b>803</b>
Multi Faculty	UG	420	35	455	407	25	432	414	25	439	409	18	427
	UG Visiting	15	143	158	2	118	120	2	90	92	35	74	109
	<b>Total</b>	<b>435</b>	<b>178</b>	<b>613</b>	<b>409</b>	<b>143</b>	<b>552</b>	<b>416</b>	<b>115</b>	<b>531</b>	<b>444</b>	<b>92</b>	<b>536</b>
<b>Grand Total</b>		<b>3,515</b>	<b>868</b>	<b>4,383</b>	<b>3,522</b>	<b>791</b>	<b>4,313</b>	<b>3,388</b>	<b>671</b>	<b>4,059</b>	<b>3,410</b>	<b>699</b>	<b>4,109</b>

## Appendix II

**Figure B2: Proportion of CAO Applicants to the University Sector (incl DIT), 2018 – 2015 (source: AR Annual Report 2018/19). Source CAO**



## Appendix III

**Table A21: Full Breakdown of CAO Applications to Trinity from 2018-2016 by province County (source: data provided by the AR, February 2020)**

Province		County	2018			2017			2016		
			Male	Female	No. students	Male	Female	No. students	Male	Female	No. students
<b>Connaught</b>		GALWAY	124	291	415	149	285	434	150	302	452
		LEITRIM	21	45	66	29	49	78	24	54	78
		MAYO	84	172	256	84	183	267	107	210	317
		ROSCOMMON	58	97	155	63	96	159	48	95	143
		SLIGO	43	88	131	52	95	147	70	107	177
<b>Leinster</b>	Dublin	DUBLIN	2837	4185	7022	2888	4311	7199	2936	4195	7131
	Rest of Leinster	CARLOW	36	82	118	52	87	139	42	83	125
		KILDARE	394	661	1055	390	687	1077	361	660	1021
		KILKENNY	74	139	213	66	148	214	85	173	258
		LAOIS	64	166	230	78	150	228	69	143	212
		LONGFORD	49	79	128	33	87	120	46	68	114
		LOUTH	156	319	475	151	308	459	141	301	442
		MEATH	302	589	891	349	565	914	366	548	914
		OFFALY	61	104	165	52	124	176	67	155	222
		WESTMEATH	86	202	288	101	176	277	90	199	289
		WEXFORD	127	276	403	151	281	432	157	253	410
WICKLOW	283	447	730	292	419	711	330	412	742		
<b>Munster</b>		CLARE	59	124	183	74	126	200	52	135	187
		CORK	184	348	532	211	411	622	257	424	681
		KERRY	79	131	210	95	157	252	99	187	286
		LIMERICK	84	144	228	117	161	278	111	156	267
		TIPPERARY	81	151	232	107	178	285	84	190	274
		WATERFORD	70	114	184	80	106	186	73	110	183
<b>Northern Ireland</b>		ANTRIM	266	497	763	325	627	952	328	600	928

	ARMAGH									
	DERRY									
	DOWN									
	FERMANAGH									
	TYRONE									
<b>Ulster (3 counties in the Republic)</b>	CAVAN	76	142	218	84	179	263	75	180	255
	DONEGAL	95	159	254	118	237	355	114	234	348
	MONAGHAN	53	108	161	64	116	180	54	132	186
	Sub-Total	<b>5846</b>	<b>9860</b>	<b>15706</b>	<b>6255</b>	<b>10349</b>	<b>16604</b>	6336	10306	16642
	Total	<b>15706</b>			<b>16604</b>			<b>16642</b>		
	<b>Country</b>	<b>Male</b>	<b>Female</b>	<b>No. students</b>	<b>Male</b>	<b>Female</b>	<b>No. students</b>	<b>Male</b>	<b>Female</b>	<b>No. students</b>
	<b>Ireland (excl. NI)</b>	5580	9363	14943	5930	9722	15652	6008	9706	15714
	<b>Northern Ireland</b>	266	497	763	325	627	952	328	600	928
	<b>Britain</b>	210	342	552	247	367	614	240	337	577
	<b>Europe</b>	431	794	1225	396	707	1103	337	653	990
	<b>Non - EU</b>	100	160	260	105	168	273	116	190	306
	<b>TOTAL APPLICATIONS:</b>	<b>6587</b>	<b>11156</b>	<b>17743</b>	<b>7003</b>	<b>11591</b>	<b>18594</b>	<b>7029</b>	<b>11486</b>	<b>18515</b>

## Appendix IV

**Table C4: Distribution of undergraduate new entrants by county 2018/19-2016/17 (source: AR Annual Report 2018/19, Table C4).**

County Name	2018/19	2017/18	2016/17	County Name	2018/19	2017/18	2016/17
Antrim	21	47	29	Dublin 17	10	9	8
Armagh	4	2	4	Dublin 18	65	67	62
Belfast City	0	2	0	Dublin 20	13	9	7
Carlow	17	22	26	Dublin 22	26	27	25
Cavan	23	28	36	Dublin 24	60	56	51
Clare	27	25	28	Fermanagh	7	6	3
Co Dublin	448	466	404	Galway County	62	53	60
Cork City	1	1	2	Kerry	26	45	40
Cork County	84	96	81	Kildare	225	203	178
Derry	7	9	5	Kilkenny	42	41	56
Donegal	30	42	32	Laois	36	45	30
Down	12	12	20	Leitrim	7	9	11
Dublin 1	7	6	5	Limerick County	33	39	52
Dublin 2	5	7	8	Longford	13	11	18
Dublin 3	54	63	59	Louth	57	65	65
Dublin 4	64	57	60	Mayo	45	61	51
Dublin 5	35	43	39	Meath	170	122	161
Dublin 6	79	71	83	Monaghan	22	21	17
Dublin 6W	46	36	38	Offaly	33	23	21
Dublin 7	41	40	35	Roscommon	27	28	20
Dublin 8	24	30	39	Sligo	23	31	20
Dublin 9	66	60	67	Tipperary	24	42	45
Dublin 10	10	12	8	Tyrone	5	5	9
Dublin 11	35	29	40	Waterford City	0	2	0
Dublin 12	28	40	39	Waterford County	41	24	29
Dublin 13	69	45	55	Westmeath	48	38	51
Dublin 14	63	60	70	Wexford	82	53	68
Dublin 15	107	103	89	Wicklow	155	145	138
Dublin 16	61	60	79	<b>Grand Total</b>	<b>2,825</b>	<b>2,794</b>	<b>2,776</b>

## Appendix V

**Table B3: Undergraduate New Entrants by Alternative Admission Routes by Faculty, by Gender 2018/19 (source: AR Annual Report 2018/19, Table B3)**

Category of New Entrant	AHSS		EMS		HS		MF		Total
	M	F	M	F	M	F	M	F	
HEAR (Socio-economically disadvantaged) *	13	21	24	19	13	41	2	11	144
Mature students	17	23	5	4	15	90	6	8	168
DARE (students with a disability) *^	43	52	34	21	12	56	12	17	247
<b>Totals for Alternative Entry Routes</b>	<b>73</b>	<b>96</b>	<b>63</b>	<b>44</b>	<b>40</b>	<b>187</b>	<b>20</b>	<b>36</b>	<b>559</b>
<b>Total CAO Entrants 2018/19</b>	<b>943</b>		<b>853</b>		<b>619</b>		<b>452</b>		<b>2,867</b>
<b>Total as a % of Faculty new entrants - CAO</b>	<b>17.9%</b>		<b>12.5%</b>		<b>36.7%</b>		<b>12.4%</b>		<b>19%</b>

**Table B4: Number of students admitted through the Trinity Access Programmes 2018-2015 (source: AR Annual Report 2018/19, Table B4)**

Entry Route	2018	2017	2016	2015
HEAR –Full Points	37	67	52	50
HEAR – Concession on points	107	130	148	125
HEAR/DARE/FETAC/AFS*	10	18	11	13
Mature Students -TAP/CDETD				
Foundation Course – Mature Students	13	15	17	16
- Pearse College	4	5	3	3
- Plunket College	5	2	3	6
Foundation Course – Young Adults	26	24	20	27
- Liberties Liberal Arts	13	12	14	13
- Rathmines	1	0	0	3
<b>Total</b>	<b>216</b>	<b>273</b>	<b>268</b>	<b>256</b>
<b>Percentage Increase/Decrease on previous year:</b>	<b>-20.9%</b>	<b>1.9%</b>	<b>4.7%</b>	<b>1.6%</b>

## Appendix VI

**Table 8 (a) New Entrant Data Year 1 Faculty & Gender (source: data provided by AR 27 February 2020)**

Standing & Retention	AHSS		AHSS Total	EMS		EMS Total	HS		HS Total	MF		MF Total	Grand Total
	Female	Male		Female	Male		Female	Male		Female	Male		
<b>Year 1</b>	596	388	984	342	500	842	535	172	707	240	132	372	2905
Progressed Same Course	554	360	914	314	449	763	512	153	665	215	101	316	2658
Repeat same course	3	10	13	3	14	17	4	8	12	4	9	13	55
Transferred to another course	17	4	21	9	12	21	5	7	12	9	15	24	78
Not Retained	22	14	36	16	25	41	14	4	18	12	7	19	114
<b>Grand Total</b>	<b>596</b>	<b>388</b>	<b>984</b>	<b>342</b>	<b>500</b>	<b>842</b>	<b>535</b>	<b>172</b>	<b>707</b>	<b>240</b>	<b>132</b>	<b>372</b>	<b>2905</b>

**Table 8 (b) New Entrant Data Year 1 Faculty & Gender % (source: data provided by AR 27 February 2020)**

Standing & Retention	AHSS		AHSS Total	EMS		EMS Total	HS		HS Total	MF		MF Total	Grand Total
	Female	Male		Female	Male		Female	Male		Female	Male		
<b>Year 1</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Progressed Same Course	93.0%	92.8%	92.9%	91.8%	89.8%	90.6%	95.7%	89.0%	94.1%	89.6%	76.5%	84.9%	91.5%
Repeat same course	0.5%	2.6%	1.3%	0.9%	2.8%	2.0%	0.7%	4.7%	1.7%	1.7%	6.8%	3.5%	1.9%
Transferred to another course	2.9%	1.0%	2.1%	2.6%	2.4%	2.5%	0.9%	4.1%	1.7%	3.8%	11.4%	6.5%	2.7%
Not Retained	3.7%	3.6%	3.7%	4.7%	5.0%	4.9%	2.6%	2.3%	2.5%	5.0%	5.3%	5.1%	3.9%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100.0%</b>	<b>100%</b>								

## Appendix VII

**Table 9 (a) New Entrant Data Year 1 Faculty & Fee Status (source: data provided by AR 28 February 2020)**

Standing & Retention	AHSS		AHSS Total	EMS		EMS Total	HS		HS Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
<b>Year 1</b>	<b>894</b>	<b>90</b>	<b>984</b>	<b>800</b>	<b>42</b>	<b>842</b>	<b>614</b>	<b>93</b>	<b>707</b>	<b>343</b>	<b>29</b>	<b>372</b>	<b>2905</b>
Progressed Same Course	834	80	914	727	36	763	577	88	665	295	21	316	2658
Repeat same course	12	1	13	17		17	9	3	12	13		13	55
Transferred to another course	19	2	21	20	1	21	12		12	18	6	24	78
Not Retained	29	7	36	36	5	41	16	2	18	17	2	19	114
<b>Grand Total</b>	<b>894</b>	<b>90</b>	<b>984</b>	<b>800</b>	<b>42</b>	<b>842</b>	<b>614</b>	<b>93</b>	<b>707</b>	<b>343</b>	<b>29</b>	<b>372</b>	<b>2905</b>

**Table 9 (b) New Entrant Data Year 1 Faculty & Fee Status (source: data provided by AR 28 February 2020)**

Standing & Retention	AHSS		AHSS Total	EMS		EMS Total	HS		HS Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
<b>Year 1</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Progressed Same Course	93.3%	88.9%	92.9%	90.9%	85.7%	90.6%	94.0%	94.6%	94.1%	86.0%	72.4%	84.9%	91.5%
Repeat same course	1.3%	1.1%	1.3%	2.1%	0.0%	2.0%	1.5%	3.2%	1.7%	3.8%	0.0%	3.5%	1.9%
Transferred to another course	2.1%	2.2%	2.1%	2.5%	2.4%	2.5%	2.0%	0.0%	1.7%	5.2%	20.7%	6.5%	2.7%
Not Retained	3.2%	7.8%	3.7%	4.5%	11.9%	4.9%	2.6%	2.2%	2.5%	5.0%	6.9%	5.1%	3.9%
<b>Grand Total</b>	<b>100%</b>	<b>100.0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>						

## Appendix VIII

**Table 2: undergraduate registered students' progression and retention (source: provided by AR 27 February 2020)**

Standing & Retention	Student No.	%
<b>Year 1</b>	<b>3,080</b>	<b>26.6%</b>
Progressed Same Course	2,807	91.1%
Repeat same course	56	1.8%
Transferred to another course	83	2.7%
Not Retained	134	4.4%
<b>Year 2</b>	<b>2,770</b>	<b>23.9%</b>
Progressed Same Course	2,665	96.2%
Repeat same course	31	1.1%
Transferred to another course	24	0.9%
Not Retained	50	1.8%
<b>Year 3</b>	<b>2,702</b>	<b>23.3%</b>
Course Completed	29	1.1%
Progressed Same Course	2,603	96.3%
Repeat same course	28	1.0%
Transferred to another course	3	0.1%
Not Retained	39	1.4%
<b>Year 4</b>	<b>2,725</b>	<b>23.5%</b>
Course Completed	2,191	80.4%
Course Completed-Exit Award	123	4.5%
Progressed Same Course	387	14.2%
Repeat same course	13	0.5%
Not Retained	11	0.4%
<b>Year 5</b>	<b>306</b>	<b>2.6%</b>
Course Completed	302	98.7%
Repeat same course	4	1.3%
<b>Grand Total</b>	<b>11,583</b>	<b>100%</b>

## Appendix IX

**Table 5a Undergraduate Student body by faculty and EU and Non-EU status (source: provided by AR 27 February 2020)**

Standing & Retention	AHSS			EMS			HS			MF			Grand Total
	EU	NEU	Total	EU	NEU	Total	EU	NEU	Total	EU	NEU	Total	
<b>Year 1</b>	<b>939</b>	<b>90</b>	<b>1,029</b>	<b>852</b>	<b>45</b>	<b>897</b>	<b>654</b>	<b>97</b>	<b>751</b>	<b>373</b>	<b>30</b>	<b>403</b>	<b>3,080</b>
Progressed Same Course	871	80	951	766	39	805	616	92	708	322	21	343	2,807
Repeat same course	12	1	13	18		18	9	3	12	13		13	56
Transferred to another course	20	2	22	23	1	24	12		12	19	6	25	83
Not Retained	36	7	43	45	5	50	17	2	19	19	3	22	134
<b>Year 2</b>	<b>903</b>	<b>75</b>	<b>978</b>	<b>714</b>	<b>34</b>	<b>748</b>	<b>610</b>	<b>70</b>	<b>680</b>	<b>346</b>	<b>18</b>	<b>364</b>	<b>2,770</b>
Progressed Same Course	877	70	947	674	30	704	593	68	661	336	17	353	2,665
Repeat same course	12	3	15	10		10	5	1	6				31
Transferred to another course	2		2	12	2	14	2	1	3	5		5	24
Not Retained	12	2	14	18	2	20	10		10	5	1	6	50
<b>Year 3</b>	<b>872</b>	<b>46</b>	<b>918</b>	<b>729</b>	<b>48</b>	<b>777</b>	<b>606</b>	<b>75</b>	<b>681</b>	<b>307</b>	<b>19</b>	<b>326</b>	<b>2,702</b>
Course Completed	22	2	24				5		5				29
Progressed Same Course	840	43	883	702	42	744	589	75	664	293	19	312	2,603
Repeat same course	2		2	14	3	17	3		3	6		6	28
Transferred to another course				3		3							3
Not Retained	8	1	9	10	3	13	9		9	8		8	39
<b>Year 4</b>	<b>793</b>	<b>32</b>	<b>825</b>	<b>697</b>	<b>50</b>	<b>747</b>	<b>577</b>	<b>229</b>	<b>806</b>	<b>333</b>	<b>14</b>	<b>347</b>	<b>2,725</b>
Course Completed	785	32	817	460	8	468	405	160	565	327	14	341	2,191
Course Completed-Exit Award	3		3	94	26	120							123
Progressed Same Course				135	14	149	169	69	238				387
Repeat same course	3		3	4	2	6	3		3	1		1	13
Not Retained	2		2	4		4				5		5	11
<b>Year 5</b>				<b>142</b>	<b>6</b>	<b>148</b>	<b>91</b>	<b>67</b>	<b>158</b>				<b>306</b>
Course Completed				141	6	147	90	65	155				302
Repeat same course				1		1	1	2	3				4
<b>Grand Total</b>	<b>3,507</b>	<b>243</b>	<b>3,750</b>	<b>3,134</b>	<b>183</b>	<b>3,317</b>	<b>2,538</b>	<b>538</b>	<b>3,076</b>	<b>1,359</b>	<b>81</b>	<b>1,440</b>	<b>11,583</b>

## Appendix X

**Table 4a UG student body by Faculty and Gender 2018/19 (source: provided by AR 27 February 2020)**

Standing & Retention	AHSS			EMS			HS			MF			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	
<b>Year 1</b>	<b>625</b>	<b>404</b>	<b>1,029</b>	<b>361</b>	<b>536</b>	<b>897</b>	<b>560</b>	<b>191</b>	<b>751</b>	<b>260</b>	<b>143</b>	<b>403</b>	<b>3,080</b>
Progressed Same Course	577	374	951	330	475	805	536	172	708	234	109	343	2,807
Repeat same course	3	10	13	3	15	18	4	8	12	4	9	13	56
Transferred to another course	18	4	22	11	13	24	5	7	12	9	16	25	83
Not Retained	27	16	43	17	33	50	15	4	19	13	9	22	134
<b>Year 2</b>	<b>581</b>	<b>397</b>	<b>978</b>	<b>307</b>	<b>441</b>	<b>748</b>	<b>543</b>	<b>137</b>	<b>680</b>	<b>220</b>	<b>144</b>	<b>364</b>	<b>2,770</b>
Progressed Same Course	570	377	947	296	408	704	531	130	661	212	141	353	2,665
Repeat same course	5	10	15	2	8	10	4	2	6				31
Transferred to another course	2		2	3	11	14	3		3	5		5	24
Not Retained	4	10	14	6	14	20	5	5	10	3	3	6	50
<b>Year 3</b>	<b>531</b>	<b>387</b>	<b>918</b>	<b>307</b>	<b>470</b>	<b>777</b>	<b>526</b>	<b>155</b>	<b>681</b>	<b>209</b>	<b>117</b>	<b>326</b>	<b>2,702</b>
Course Completed	15	9	24				4	1	5				29
Progressed Same Course	511	372	883	299	445	744	516	148	664	202	110	312	2,603
Repeat same course	1	1	2	5	12	17	3		3	3	3	6	28
Transferred to another course				1	2	3							3
Not Retained	4	5	9	2	11	13	3	6	9	4	4	8	39
<b>Year 4</b>	<b>479</b>	<b>346</b>	<b>825</b>	<b>283</b>	<b>464</b>	<b>747</b>	<b>625</b>	<b>181</b>	<b>806</b>	<b>207</b>	<b>140</b>	<b>347</b>	<b>2,725</b>
Course Completed	477	340	817	218	250	468	479	86	565	203	138	341	2,191
Course Completed-Exit Award		3	3	23	97	120							123
Progressed Same Course				42	107	149	145	93	238				387
Repeat same course	2	1	3		6	6	1	2	3		1	1	13
Not Retained		2	2		4	4				4	1	5	11
<b>Year 5</b>				<b>29</b>	<b>119</b>	<b>148</b>	<b>89</b>	<b>69</b>	<b>158</b>				<b>306</b>
Course Completed				29	118	147	88	67	155				302
Repeat same course					1	1	1	2	3				4
<b>Grand Total</b>	<b>2,216</b>	<b>1,534</b>	<b>3,750</b>	<b>1,287</b>	<b>2,030</b>	<b>3,317</b>	<b>2,343</b>	<b>733</b>	<b>3,076</b>	<b>896</b>	<b>544</b>	<b>1,440</b>	<b>11,583</b>

## Appendix XI

**Table E14: Distribution of Grades achieved by course at undergraduate degree examination in 2018/19 (source: AR Annual Report 2018/19)**

2018/19	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masterst†	Total	% First Class by Course
<b>Faculty of Arts, Humanities &amp; Social Sciences</b>											
Acting	9			7						16	<b>56.3%</b>
Ancient and Medieval History and Culture	3	10	4							17	<b>17.6%</b>
BESS - Business	30			51						81	<b>37.0%</b>
BESS - Business and Economics	21	43	7							71	<b>29.6%</b>
BESS - Business and Political Science	3	6	3			1				13	<b>23.1%</b>
BESS - Economics	4	10	1							15	<b>26.7%</b>
BESS - Economics and Political Science	8	6	1							15	<b>53.3%</b>
BESS - Economics and Sociology	1	1								2	<b>50.0%</b>
BESS - Sociology		1								1	<b>0.0%</b>
BESS - Sociology and Business	4	15	2							21	<b>19.0%</b>
Business Studies and a Language	12			34						46	<b>26.1%</b>
Catholic and Theological Studies		1	1							2	<b>0.0%</b>
Classics		1								1	<b>0.0%</b>
Clinical Speech and Language Studies	13			17						30	<b>43.3%</b>
Deaf Studies	2			10		2				14	<b>14.3%</b>
Drama and Theatre Studies	6	8	1							15	<b>40.0%</b>
Early and Modern Irish	1	1								2	<b>50.0%</b>
Education (Validated)	23			132				1		156	<b>14.7%</b>
English Studies	14	23	1							38	<b>36.8%</b>
European Studies	7	31	1							39	<b>17.9%</b>
History	7	33	2							42	<b>16.7%</b>
History and Political Science	8	13	2							23	<b>34.8%</b>

Irish Studies	3	5	2							10	30.0%
Law	30			57		2				89	33.7%
Law and Business	9			13						22	40.9%
Law and French	5			8						13	38.5%
Law and German	1			10						11	9.1%
Law and Political Science	9			15						24	37.5%
Music	2	7	1							10	20.0%
Music Composition	1									1	100.0%
Music Education	1			6						7	14.3%
Music Performance	3			6						9	33.3%
Philosophy	2	8	2			1				13	15.4%
Philosophy, Political Sci, Economics and Sociology	11	14								25	44.0%
Psychology	9	23	1							33	27.3%
Social Studies	12			32						44	27.3%
Sociology and Social Policy	5	16	2			1				24	20.8%
Stage Management and Technical Theatre	8									8	100.0%
World Religions and Theology		1	2							3	0.0%
<b>Grand Total</b>	<b>287</b>	<b>277</b>	<b>36</b>	<b>398</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1,006</b>	<b>28.5%</b>
<b>Percentage distribution</b>	<b>28.5%</b>	<b>27.5%</b>	<b>3.6%</b>	<b>39.6%</b>	<b>0.0%</b>	<b>0.7%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>100.0%</b>	

2018/19	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
<b>Faculty of Engineering, Mathematics and Science</b>											
Chemistry with Molecular Modelling			1		1					2	0.0%
Computer Science - Integrated†	18	24	8		1	4		2	22	79	22.8%
Earth Sciences	3	10	5							18	16.7%
Engineering - Double Diploma Mechanical Engineering									4	4	0.0%
Engineering - Integrated†	67			115		6			104	292	22.9%
Engineering and Management - Integrated†	7			6					15	28	25.0%
Human Genetics	3	10				1				14	21.4%
Information Systems	4			11						15	26.7%
Management Science and Information System Studies	17	11	1							29	58.6%
Mathematics	17	13	2			2				34	50.0%
Medicinal Chemistry	1	4	14		3					22	4.5%
Nanoscience Physics and Chemistry of Adv. Materials	13	5	4							22	59.1%
Science	76	145	59		6	2				288	26.4%
Theoretical Physics	14	6								20	70.0%
<b>Grand Total</b>	<b>240</b>	<b>228</b>	<b>94</b>	<b>132</b>	<b>11</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>145</b>	<b>867</b>	<b>27.7%</b>
<b>Percentage distribution</b>	<b>27.7%</b>	<b>26.3%</b>	<b>10.8%</b>	<b>15.2%</b>	<b>1.3%</b>	<b>1.7%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>16.7%</b>	<b>100.0%</b>	

2018/19	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
<b>Faculty of Health Sciences (excl Medicine and Dental Science)</b>											
Children's and General Nursing	7			10						17	41.2%
Diagnostic Radiography (Joint Degree - SIT)	2			26						28	7.1%
Human Health and Disease	9			18						27	33.3%
Human Nutrition and Dietetics (Joint Degree- DIT)	12			8						20	60.0%
Midwifery	10			19	1	1				31	32.3%
Nursing	37			128	18	6		2		191	19.4%
Nursing Studies					1					1	0.0%
Occupational Therapy	8			74						82	9.8%
Pharmacy	27			25	2			1		55	49.1%
Physiotherapy	5			113						118	4.2%
Radiation Therapy	6			25						31	19.4%
<b>Grand Total</b>	<b>123</b>	<b>0</b>	<b>0</b>	<b>446</b>	<b>22</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>601</b>	<b>20.5%</b>
<b>Percentage Distribution</b>	<b>20.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>74.2%</b>	<b>3.7%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>0.0%</b>	<b>100.0%</b>	
<b>Multi-Faculty</b>											
Computer Science and Business	13	16	4			1				34	38.2%
Computer Science and Language	2	7	2							11	18.2%
Political Science and Geography	2	5	1			1				9	22.2%
Two Subject Moderatorship	73	191	39		1	2				306	23.9%
<b>Grand Total</b>	<b>90</b>	<b>219</b>	<b>46</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>360</b>	<b>25.0%</b>
<b>Percentage Distribution</b>	<b>25.0%</b>	<b>60.8%</b>	<b>12.8%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>1.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	

2018/19	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
<b>College Total (excl. Medicine and Dental Science)</b>											
<b>College Total (excl Medicine and Dental Science)</b>	<b>740</b>	<b>724</b>	<b>176</b>	<b>976</b>	<b>34</b>	<b>33</b>	<b>0</b>	<b>6</b>	<b>145</b>	<b>2,834</b>	<b>26.1%</b>
<b>Percentage Distribution</b>	<b>26.1%</b>	<b>25.5%</b>	<b>6.2%</b>	<b>34.4%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>0.00%</b>	<b>0.2%</b>	<b>5.1%</b>	<b>100.0%</b>	
<b>Cumulative percentage distribution</b>	<b>26.1%</b>	<b>51.7%</b>	<b>57.9%</b>	<b>92.3%</b>	<b>93.5%</b>	<b>94.7%</b>	<b>94.7%</b>	<b>94.9%</b>	<b>100.0%</b>	<b>100.0%</b>	

2018/19	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
<b>Faculty of Health Sciences - Dental Science and Medicine</b>											
Dental Science	4			26		15				45	<b>8.9%</b>
Dental Technology	2					3				5	<b>40.0%</b>
Medicine	30			86		40				156	<b>19.2%</b>
<b>Dental Science / Medicine Total</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>112</b>	<b>0</b>	<b>58</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>206</b>	<b>17.5%</b>
<b>Percentage Distribution</b>	<b>17.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>54.4%</b>	<b>0.0%</b>	<b>28.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	

2018/19	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
<b>College Total</b>											
<b>Grand Total</b>	<b>776</b>	<b>724</b>	<b>176</b>	<b>1,088</b>	<b>34</b>	<b>91</b>	<b>0</b>	<b>6</b>	<b>145</b>	<b>3,040</b>	
<b>Percentage Distribution</b>	<b>25.5%</b>	<b>23.8%</b>	<b>5.8%</b>	<b>35.8%</b>	<b>1.1%</b>	<b>3.0%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>4.8%</b>	<b>100.0%</b>	
<b>Cumulative percentage distribution</b>	<b>25.5%</b>	<b>49.3%</b>	<b>55.1%</b>	<b>90.9%</b>	<b>92.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>95.2%</b>	<b>100.0%</b>	<b>100.0%</b>	