

# Senior Lecturer/Dean of Undergraduate Studies Annual Report

Academic Year 2023/24



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## Executive Summary

This 2023/24 Senior Lecturer's Report draws from the 2023/24 Annual Report of the Academic Registry {AR} and additional data and information provided on request from AR {located in the appendices}. The AR Annual Reports are available from:  
<https://www.tcd.ie/academicregistry/service-reporting/>

The report is presented in three parts; the first presents an overview of developments from 2023/24, the second focuses on admissions and the composition of the undergraduate student body, and the third presents data relating to progression and the student lifecycle.

Tables and figures were provided by AR in its Report, and rather than reproduce those in the appendices, this document can be read in conjunction with the AR Annual Report. Additional datasets provided by AR and other relevant departments are in the appendices of this report. Data presented in the form of percentages have been rounded off to the nearest whole number, where appropriate.

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

Part I - Overview of Developments

Part II – Admissions

Part III - Student Lifecycle Post-Admission

Part IV - Bridging the gap between 23/24 and time of reporting

### **Part I Overview of Developments:**

#### **2023/24 Academic Integrity**

The working group on Academic Integrity Enhancement continued working in 23/24. This working group was established in 22/23 as part of Trinity's strategic initiative, and co- chaired by the Senior Lecturer/Dean of Undergraduate Studies and the Dean of Graduate Studies.

In June 2024, Council approved a new Academic Integrity Policy and associated Procedures in Cases of Suspected Academic Misconduct, to replace the Plagiarism Policy. The new Policy refers to the Curriculum Glossary, which has been updated to include Academic Integrity and Misconduct definitions taken from the National Academic Integrity Network {NAIN} Principles and Lexicon of Common Terms. In addition to the above, updates have been made to the Academic Integrity sections of the Calendar Part II and III.

#### **Education for Sustainable Development**

The working group established in Dec 2022 continues work on developing an Education for Sustainable Development Strategy and Action Plan. The working group considered how best to embed issues of sustainability in the undergraduate curriculum and in May 2023 five ESD fellows were appointed to lead the development of the ESD Strategy.

Following the appointment of five ESD Fellows in May 2023, an ESD Programme Director and Project Manager were appointed and an ESD Steering Group was established. A critical milestone was the development of an ESD strategy, which is integrated as an Education pillar within Trinity's Sustainability Strategy 2023-2030. This pillar was approved by the College Board in November 2023

and officially launched in January 2024. Throughout 2024, ESD Fellows continued to implement this strategy which specifically focused on the development of an interdisciplinary common ESD module for adaptation within all PG/UG curricula.

### **Academic Policies and Regulations**

A number of policies were developed, and others revised during the academic year, including an English Language Policy, a review of the Reasonable Accommodation Policy and the External Examiners Policy, and Undergraduate Attendance Regulations.

### **Embedding TEP**

The Trinity Education Project {TEP} continued to be embedded in the undergraduate student curriculum, and the 2023/24 graduating cohort who undertook programmes on the Common Architecture were the second to avail of the flexibility, depth and breadth of studies throughout their time in Trinity. The suite of Trinity Electives continued to expand, with three more modules approved in 2023/24 and one New Minor Subject approved.

## **Part II Admissions**

In 2023/24, undergraduate student registrations continued to grow and reached 15,397, which is a 2.7% increase on 2022/23, accounting for 70% of the student population of Trinity. The total number of non-EU students, both visiting and full-time, registered on undergraduate programmes increased on the previous year. There was an increase in student registrations on the dual degree programmes offered in partnership with Columbia and on the International Foundation Programme {IFP} offered through Marino Institute of Education {MIE}.

Student mobility from Northern Ireland remained an outstanding issue due to a myriad of factors that constituted barriers to NI students enrolling in Irish Higher Education institutions.

There was a significant decrease {24%} in the number of Northern Ireland {NI} applications to Trinity in 2023/24. The misalignment of CAO and UCAS {Universities and Colleges Admissions Service} timelines represents a very substantial barrier to students from Northern Ireland, and the rest of the UK, enrolling in Irish HEI. However, the acceptance rate for students from Northern Ireland has increased slightly from 28.5% in 2022 to 34.3% in 2023, down from a high of 51.2% in 2019.

The Northern Ireland Feasibility Study concludes that the admissions and progression data should be reviewed by the Widening Participation Group subcommittee of USC and shared with other HEIs through the IUA Task Group on Reform of University Selection and Entry. Due to the significant decline in Northern Ireland enrolments, sectoral advocacy is recommended to remove barriers for Northern Ireland applicants.

The University's Strategic Plan {2020-2025} aims to increase the percentage of underrepresented groups registered on undergraduate courses to 25% by 2025. In 2023/24, these groups consisted of students who are admitted under the Mature Student Dispensation Scheme; the DARE Scheme and the HEAR scheme. In 2023/24, 20% of new entrants to Trinity were from these groups.

20% of undergraduate student admissions were via alternative entry routes in 2023/24, a decrease of 4% compared with 2022/23. All other alternative routes have seen a decline in admissions, in particular, the Higher Education Access Route {HEAR} scheme which is for school leavers from socio-economically disadvantaged backgrounds. HEAR applications have continued to decline since 2021/22. Unlike in 2022/23, there was a decline in DARE applications in 2023/24.

### **Part III Student Lifecycle Post-Admission**

There were 3,632 new entrants to Trinity in 2023/24. The retention rate has reached 94%, maintaining the same level as last year {2022/23}, but down from 96% in 2019/20. This decline may require attention if the downward trend continues.

The COVID-19 pandemic impacted degree classifications, with an increase in the proportion of students achieving a first-class degree observed nationally during the pandemic years. The data for 2023/24 suggests a reversal of this trend, as the number of first-class awards continues to decline to 24% of all degrees awarded in Trinity, down from 29% in 2022/23, 31% from 2021/22 and 34% in 2019/20. The percentage of students awarded a Gold Medal as a proportion of the overall number of first-class awards increased back to 16 % in 2023/24 from 14% in 2022/23 ,16% in 2021/22 and 20% in 2020/21.

Unlike in 2022/23 there was a decrease in the number of cases submitted to the courts of first appeal in 2023/24, with a 23 % decrease in cases during the reassessment period, compared with 2022/23. The number of cases coming to the Academic Appeal Committee also decreased, with most cases submitted during the reassessment period.

There was a small drop in the number of students going off-books in 2023/24 compared with 2022/22, with most of these being requests to go off-books with assessment. In 2023/24, 160 instances {31 instances in 2022/23, 74 instances in 2021/22} of plagiarism were recorded.

## Part I: Overview of Developments: 2023/24

### 1 Overview of Developments 2023/24

A number of developments took place during 2023/24 and these are presented below under the following headings: 'Undergraduate Programme and Curriculum Developments', 'Admissions and Entry Routes', 'Education for Sustainable Development', 'Academic Integrity' and 'Policies'.

#### 1.1 Undergraduate Programme and Curriculum Developments

In February 2024, Council approved a new Trinity Joint Honours subject in Early Irish which will see a first intake in September 2025/26. A revised structure for Geography and Geoscience {TR062} was approved by Council, and the Geology stream will offer two distinct pathways in both Earth System Science and Geology from 2024/25. In June 2024, Council approved the suspension of the Certificate in Innovation and Entrepreneurship offered by Tangent for the academic year 2024/25.

Three additional language-based Trinity Elective modules were approved in 2023/24 which will be made available to students from 2024/25. The module titles are: 'Polish Language and Culture {Beginners}', 'Post-Beginners Chinese Language and Culture' and 'Post-Beginners Japanese Language and Culture'. This brings the number of Trinity Electives available to students to 48 modules. Two new combinations for Trinity Joint Honours were approved in {i} English Studies and Middle Eastern, Jewish and Islamic Civilisations and {ii} Drama Studies and Middle Eastern, Jewish and Islamic Civilisations. The cessation of two Trinity Joint Honours combinations was approved by Council in 2023/24 and Mathematics and German and Mathematics and Russian will no longer be offered to students.

#### 1.2 Admissions and Entry Routes

In 2023/24 the cessation of the Matriculation Examinations in Geology and Biblical Studies was approved by Council, to be ceased from 2026 to avoid disadvantaging the current Leaving Certificate cohort.

Council approved the Northern Ireland Deferral Scheme, which is aimed at addressing the challenges students from Northern Ireland face in accessing higher education in the Republic of Ireland and the continuing decrease of enrolments of these students in Trinity. On a sectoral level, Universities Ireland formed a working group to address low student mobility from Northern Ireland and to consider how to address the challenge Northern Ireland students face in terms of A-Level/Leaving Certificate points equivalences. In January 2024, Council approved a revised point scoring system.

A number of proposals were approved in relation to international student admissions. A new admissions criterion for applicants holding a South African National Senior Certificate {NSC} was approved in May 2024, along with amendments to the admissions criteria for Indian Standard XII exams, which introduced percentage equivalences for the newly introduced letter grades. As part of the Postgraduate Renewal Programme, English language criteria for admission to Trinity were reviewed and a new three-band scale for English language requirements was introduced, which sets out the minimum level score required for entry based on a defined list of accepted standard tests. The scale also augments current requirements by defining sub-scores for each test. This was approved by Council in June 2024 and will be implemented from the academic year 2024/25.

Trinity continues to be committed to ensuring equity of access and participation in higher education. In 2023/24, a new FET route was approved for Social Studies. The entry requirements for facilitated entry to Trinity via the Foundation Course run by the Trinity Access Programme {TAP} or TCD Partnership CDETB were also adjusted to ensure students are not disadvantaged by inflation and fluctuation in CAO points. In 2023/24, Council approved a proposal to map grade requirements to a five-year average from 2017 to 2023 {excluding 2020 and 2021}. This will remain in place for a three-year period, after which it will be remapped to a new five-year average.

The introduction of an interview/audition was approved as part of the application procedure for the Bachelor in Music Education, which is delivered in partnership with the Royal Irish Academy of Music and TU Dublin. This is to ensure a rounded and holistic appraisal of a candidate's ability and points {maximum 200} will be added to CAO points to score applicants out of 800 points. This will be implemented for the 2025/26 application cycle.

### **1.3 Education for Sustainable Development**

In May 2023, five Fellows in Education for Sustainable Development {ESD} were appointed as part of an initiative funded by the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education {SATLE}. Working with the Centre for Academic Practice and Trinity Sustainability, the Fellows supported the development of strategic objectives for Education for Sustainable Development within the Trinity Sustainability Strategy and Action Plan 2023-2030. A key action of this plan, namely the design and development of an interdisciplinary ESD module, Enacting Sustainable Development, along with a suite of resources for teaching staff, was achieved during 2024. Two cohorts of staff have completed a staff development version of this module, and a customised version of this module was introduced for all first-year undergraduate students enrolled in Business programmes in Trinity Business School, beginning in 2024/25. The ESD Fellows continue to work to identify options for programmes to meet the objectives of the Action Plan and to facilitate all UG students to engage with ESD both within and beyond their own discipline. In 2023/24 work began on developing the Trinity Sustainability Strategy and Action Plan 2023-2025 with the following overall strategic objective:

*“ All Trinity students and staff will be empowered to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries”.*

### **1.4 Academic Integrity**

In 2023/24, the Academic Integrity Steering Group continued its work towards nurturing an environment of Academic Integrity in Trinity. The new academic misconduct procedures which were approved in June 2023 were implemented for the first time in 2023/24. A review took place after the Semester 1 assessment session and a number of revisions were made including:

- Recalibration of indicative scores, particularly for upper year students and repeat instances of concern.
- Clarification as to who makes decisions on capping/reducing marks.
- Offering students the option of a referencing penalty at level 1.
- Provision of a suite of options of mandatory academic training in collaboration with SLD.
- Clarification of the wording in the consequences.

- Clarification of whether a record of academic misconduct will appear on a student's transcript.

A number of events and workshops were run by Academic Affairs, Student Learning and Development, the Library and Academic Practice to raise awareness among staff and students of academic integrity issues and the new procedures at Trinity. In 2023/24, new online resources were developed to inform the College community of the academic integrity regulations and academic misconduct procedures.

The Academic Integrity Policy {formerly Plagiarism policy}, Procedures in Cases of Suspected Academic Misconduct and related Calendar Regulations were approved by Council in June 2024. The programme handbook policy and Curriculum Glossary were both updated in light of the changes, and to include Academic Integrity and Misconduct definitions drawn from the National Academic Integrity Network {NAIN} Principles and Lexicon of Common Terms. The Academic Integrity Steering Group presented a closing report to Council in June 2024, which included recommendations for future actions for the College to continue to commit to ensuring an environment of Academic Integrity is sustained in Trinity.

### **1.5 Policies**

There were several policy developments in 2023/24 which included revisions to the following policies:

- Programme and Curriculum Design and Approval Policy;
- Fitness to Study Policy;
- Academic Integrity Policy {formally the Plagiarism Policy};
- English Language Policy;
- Reasonable Accommodation Policy;
- External Examiners Policy.

## Part II: Admissions

### 2 Composition of the Undergraduate Student Body

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

In 2023/24, student registrations hit the highest levels in the history of the university for the second year in a row. A total of 15,397 students were registered on undergraduate programmes in 2023/24, which accounted for 70% of the student population of Trinity, an increase of 2.7% in comparison with 2022/23. The total number of 1st year {junior fresh} undergraduate registrations, including UG validated and visiting students, in 2023/24 was 5,332, which compares with 5,196 in 2022/23 {ref see appendix I}.

In June 2023, Council approved the establishment of pilot projects for Schools interested in exploring new directions. The following School and its initiatives were noted at the November 2023 Council meeting:

1. School of Law: Enhancing diversity through revised access routes and expanded internship opportunities, while exploring adjustments to teaching schedules to increase flexibility and better accommodate adjunct staff.

Progress on these initiatives will be monitored, with insights informing the development of the new admissions strategy for the 2025-30 Strategic Plan.

#### 2.1 Non-EU Undergraduate Students

In 2023/24, non-EU students accounted for 18% of the 2023/24 undergraduate student population. Table 2.1 below is taken from Table C1{a} in the Academic Registry Annual Report, which records a 9% increase {2,801 vs 2,568} in the number of non-EU undergraduate students compared with 2022/23, exceeding the pre-COVID-19 numbers {1,706 in 2019/20; 1,677 in 2018/19}. The increase is particularly notable in the cohort of visiting students, which declined dramatically during COVID-19. The total full-time non-EU undergraduate intake for 2023/24 {2076} has now also exceeded the numbers seen prior to COVID-19 and is 83% higher compared with the 2019/20 intake {1135}.

Table 2.1: Non-EU undergraduate registrations 2023/24.

	2023/24	2022/23	2021/22	2020/21	2019/20
<b>Year 1 - 5 UG non-EU Registrations</b>					
Full-time non-EU UG*	2076	1882	1591	1239	1135
UG non-EU Visiting	725	686	469	27	571
<b>Total</b>	<b>2801</b>	<b>2568</b>	<b>2060</b>	<b>1266</b>	<b>1706</b>
<b>Year 1 UG non-EU Registrations</b>					
Full-time non-EU UG*	614	606	585	384	358
UG non-EU Visiting	725	686	469	27	571
<b>Total</b>	<b>1339</b>	<b>1292</b>	<b>1054</b>	<b>411</b>	<b>929</b>

\*Includes validated programmes delivered in Linked Provider Institutions

Source: Table C1{A} In AR Annual Report, 2023/24, Pg. 24, Data Also Provided by Trinity Global and Academic Registry Summarised from Appendix 1

There was a small increase in the number of full-time 1st year {junior fresh} non-EU undergraduate registrations in 2023/24 compared with 2022/23 {614 vs 606}. 55% of year 1 non-EU undergraduates came from the Faculty of Arts, Humanities and Social Sciences, 14% from Science, Technology, Engineering and Mathematics, 8% were from Health Sciences and 23% multi-faculty. {ref: see Appendix 1}.

The number of 1st year non-EU visiting undergraduate students in 2023/24 has increased by 6% compared with 2022/23 figures {725 in 2023/24 and 686 in 2022/23}, and by 27% compared with 2019/20 {571}. This indicates that the number of visiting non-EU students has continued to increase and exceed numbers seen prior to the pandemic.

The increasing number of non-EU undergraduate students seems likely to reflect efforts by Trinity Global to recruit international students to meet the target set out in the 2020-25 Trinity Strategic Plan, which aims to diversify the international student body and increase overall numbers of non-EU UG and PG students to 3,750 by 2025. In 2023/24, 22% {4,771} of the total student population were non-EU. Significant demand from the USA, and growing demand from the Middle East/North Africa {MENA} region, contributed to the overall increase in registrations for 2023/24. Trinity Global continued to advance its student recruitment efforts in Northern Ireland through a combination of in-person and virtual events. These initiatives included hosting tailored online undergraduate events specifically for Northern Ireland CAO applicants, providing accessible information sessions for a wide range of prospective students, and visiting secondary schools across Northern Ireland. Additionally, Trinity Global participated in the UCAS Discovery Fair in Spring 2024, which was attended by up to 10,000 students. Furthermore, the Trinity Global team took part in the Northern Ireland Career Advisor Conferences {NISCA} and collaborated with Northern Ireland-based alumni to support various recruitment events.

Trinity Global reached 105.4% of the student recruitment ambitions outlined in the Global Engagement Strategy for 2023/24 of which 70% were undergraduate. The Student Recruitment team in Global held over 1,200 student recruitment events with the majority of these held in-

person. New countries were visited by Trinity Global to promote Trinity programmes including Kenya, South Africa, Greece, Sri Lanka, Bangladesh, Vietnam, South Korea, Japan, Philippines, and Egypt. The Global Team also engaged with international and other high school networks and supported more than 1200 student recruitment events<sup>1</sup>.

Applications received for the dual-degree programme with Columbia University decreased slightly from the previous year {374 vs 385}. In 2023/24, 94 places were offered, with 60 accepting a place on the programme {2023/24 Annual Report Undergraduate Common Architecture Office, pg. 28}. The number of registered students on the programme has continued to increase {59 in 2022 vs 45 in 2021} {AR Annual Report, 2023/24, pg. 17}. Further information can be found at <https://tcd.gs.columbia.edu/>.

Trinity's partnership with Thapar University on the International Engineering Programme {IEP} led to 12 students registered for year 3 in 2023/24 {18 in 2022/23 vs 56 in 2021/22}. The total number of students enrolled across years 3-5 {i.e. junior, senior fresh, & masters students} for 2023/24 was 48, which is reduced compared with last year {68}. The current figures are lower than pre-pandemic figures, which saw 63 student registrations in 2019/20 and 65 in 2018/19.

The International Foundation Programme {IFP}<sup>2</sup> delivered by MIE and validated by Trinity was established in 2016. The IFP 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 prepares them for entry into Engineering, Health Science, and Science programmes. The application portal MoveIn {QS} was introduced in March 2023, which has significantly streamlined the admission process.

In 2023/24 MIE processed a total of 384 applications {11351 in 2022/23} resulting in 192 offers being issued and 121 registrations {110 registrations in 2022/23}, of which 102 students sat their final exams in June 2023. Of these registered students, 33 joined pathway A, while 88 joined pathway B. According to Trinity Global, the IFP achieved its ambitions and was a significant source of students entering the first year of undergraduate programmes. It is noted that the significant decrease in applications for the 2023/2024 academic year was due to the introduction of a €50 application fee. It is expected that this trend will continue.

Table 2.2: Applications and registrations to the International Foundation Programme, MIE 2018-2023.

	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19
<b>Applications</b>	384	1351	1318	578	206	220
<b>Registrations</b>	121	110	103	91	65	80

<sup>1</sup> Trinity Global Annual Report 2023-2024

<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}.

## 2.2 EU Undergraduate Student Admissions

The number of EU registered first-year students {including UG, UG validated, UG visiting} has remained stable over the last five/six years with a small increase in 2023/24 {3,993} compared with 2022/23 {3,904} {see Appendix I}.

The total number of applicants for programmes in Trinity College Dublin represents 26.5% of the total applications to the CAO {27.1% in 2022}. Trinity attracted 13% of the total Level 8 applications to the CAO in 2023/24, representing no change from 2022/23. The ratio of first preference applications and eligible first preference applications to quota decreased by 2.1% on 2022/23 figures {10,862 v 11,091}. There was a 1.7% reduction in the number of applications to Trinity programmes {50,037 v 50,915} and a 2.2% drop in individuals applying to study at Trinity {22,354 v 22,875}. Acceptance rates to CAO offers in Round One continued to drop in 2023 {-1%}, but rates were significantly higher than previous years in Round Two onwards, with round 2 offers up by 9% and round 3 offers by 166%.

The Academic Registry report noted the new Joint Honours combination, TR197 Computer Science and Economics, received 465 applicants and 62 first preferences. There was also a general decrease noted for first preferences for most Business programmes {Global Business -2%. BESS -3%}, except Business Studies and Polish and Business Studies and Russian, which increased by 40% and 27% respectively.

## 2.3 Demographic Breakdown of EU Applicants and Entrants

In 2023/24, a total of 7,610 direct undergraduate applications was processed for admission to the academic year 2023/24, a decrease of 3% on the 2022/23 figure of 7,851. In addition, the number of registered students decreased by 2% from 2,081 in 2022/23 to 2,042 in 2023/24. In 2023, 3159 students accepted CAO places, of which 2245 (77%) were from Ireland or Northern Ireland.

In terms of the geographical spread of undergraduate new entrants from the island of Ireland, the overwhelming majority in 2023/24 were from Leinster {84.8%}, which is in line with previous years. 33.4% of entrants were from Dublin {983}. The ongoing housing crisis, the high costs associated with living in Dublin and proximity to other Universities are likely to be factors in Irish-based applicants' decision-making when choosing an institution to attend. A detailed breakdown of the distribution of undergraduate new entrants by county in 2023/24 can be found in appendix 2 and the AR Annual Report 2023/24.

Table 2.3: Provincial spread of undergraduate new entrants from the island of Ireland 2023/24.

Province	Proportion
Leinster (excluding Dublin)	51.4% {1514}
Dublin	33.4% {983}
Munster	6.6% {195}
Connacht	4.7% {139}
Ulster	3.9% {115}
Total	2946

## 2.4 Northern Ireland Admissions

The Northern Ireland Engagement Programme {NIEP} was 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.

The number of applications from NI continues to steadily decline from 2019/20 {2023/24: 456; 2019/20: 593}, In 2023/24, 456 applications were received, compared with 603 in 2022/23. Of the 23/24 applicants, 148 applied via the NI Feasibility Study while 308 applied through the standard route {2022/23 saw 163 feasibility and 440 standard}.

While the total number of offers made to students from Northern Ireland was slightly lower, {134 in 2023/24; 179 in 2022/23}, the number of offers made to NI Feasibility Study students increased by 10 in 2023/24 and 26 were accepted. The conversion of offers to acceptances with respect to all NI applications has increased slightly from 28% in 2022 to 34%, up from 32 % in 2021/22. {see Table 2.4, below}.

Table 2.4: Northern Ireland Feasibility Study applicants, offers and acceptances 2015 - 2023.

	NI Applications to Trinity	Trinity Offers made to NI Students	Acceptances
<b>2023</b>	456 {148 Feasibility Study}	75 {Standard} 59 {Feasibility} <b>Total: 134</b>	20 {27%} 26 {44%} <b>Total: 46 (34%)</b>
<b>2022</b>	603 {163 Feasibility Study}	130 {Standard} 49 {Feasibility} <b>Total: 179</b>	33 {24%} 18 {37%} <b>Total: 51 (28%)</b>
<b>2021</b>	554 {146 Feasibility Study}	122 {Standard} 59 {Feasibility Study} <b>Total: 181</b>	38 {31%} 20 {34%} <b>Total 58 (32%)</b>
<b>2020</b>	587 {132 Feasibility Study}	169 {Standard} 56 {Feasibility Study} <b>Total: 225</b>	48 {28%} 22 {39%} <b>Total 70 (31%)</b>
<b>2019</b>	593 {168 Feasibility Study}	163 {Standard} 44 {Feasibility Study} <b>Total 207</b>	81 {50%} 25 {57%} <b>Total 106 (51%)</b>
<b>2018</b>	763 {153 Feasibility Study}	181 {Standard} 54 {Feasibility Study} <b>Total 235</b>	56 {31%} 29 {54%} <b>Total 85 (36%)</b>
<b>2017</b>	964 {263 Feasibility Study}	207 {Standard} 81 {Feasibility Study} <b>Total 288</b>	65 {31%} 40 {49%} <b>Total 105 (36%)</b>
<b>2016</b>	928 {192 Feasibility Study}	197 {Standard} 48 {Feasibility Study} <b>Total 245</b>	79 {40%} 23 {48%} <b>Total 102 (42%)</b>
<b>2015</b>	754 {211 Feasibility Study}	176 {Standard} 68 {Feasibility Study} <b>Total 244</b>	74 {42%} 33 {48%} <b>Total 107 (44%)</b>

Source: Combination of Central Admissions Office & SITS taken from Table B6 in AR Annual Report, 2023/2, pg. 15.

<sup>3</sup> Students seeking entry via the Feasibility Study are required to apply through the CAO in the normal way but must 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 must present with the minimum profile of ABB and meet course-specific requirements. They are ranked on merit.

In June 2023, Council approved the conclusion of the Northern Ireland Feasibility Study {NIFS}, with the final entry intake for the academic year 2025/26. The calibration of CAO points for A-Levels was adjusted in 2015 and then again in late 2023 which has sought to reduce the competitive disadvantage for NI Students applying to HEIs in Ireland. The late release of CAO, which the study was not designed to address, continues to limit student mobility from NI.

Trinity Global continued to advance its student recruitment efforts in Northern Ireland through a combination of in-person and virtual events. These initiatives included hosting tailored online undergraduate events specifically for Northern Ireland CAO applicants, providing accessible information sessions for a wide range of prospective students, and visiting secondary schools across Northern Ireland. Additionally, Trinity Global participated in the UCAS Discovery Fair in Spring 2024, which was attended by up to 10,000 students. Furthermore, the Trinity Global team took part as sponsors for the Northern Ireland Career Advisor Conferences {NISCA} and collaborated with Northern Ireland-based alumni to support various recruitment events. Trinity Global also held 2 information sessions during the Trinity Open Day on applying from Northern Ireland.

## 2.5 Alternative Entry Routes

There are a number of successful alternative entry routes for widening participation groups. These include HEAR, DARE<sup>4</sup>, CDET B 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.

Table 2.5: Undergraduate student admissions by alternative entry routes.

Entry route	2023	2022	2021	2020	2019
DARE {Merit offer} "	89	111	83	98	78
DARE {Reduced points offer} "	241	242	223	199	192
<b>DARE total</b>	<b>330</b>	<b>353</b>	<b>306</b>	<b>297</b>	<b>270</b>
ex-Foundation into full degree {Mature}	21	17	19	23	22
ex-Foundation into full degree {Young Adult}	26	21	33	42	32
<b>Ex Foundation total</b>	<b>47</b>	<b>38</b>	<b>52</b>	<b>65</b>	<b>54</b>
HEAR {Merit offer}	28	30	39	57	36
HEAR {Reduced points offer}	92	134	176	139	120
<b>HEAR total</b>	<b>120</b>	<b>164</b>	<b>215</b>	<b>196</b>	<b>156</b>
FETAC/QQI	62	56	59	60	41
Mature	127	137	166	140	133
Asylum Seeker Access Provision Scholarships	4	1	4	4	2
<b>Grand Total (alternative entry routes)</b>	<b>690</b>	<b>749</b>	<b>802</b>	<b>762</b>	<b>656</b>
<b>No. of CAO entrants</b>	<b>3225</b>	<b>3108</b>	<b>3000</b>	<b>3082</b>	<b>2781</b>
<b>Total % of new entrants (alternative entry routes)</b>	<b>21%</b>	<b>24.1%</b>	<b>26.7%</b>	<b>24.7%</b>	<b>23.6%</b>

" Represents entry routes only {excludes students who subsequently register with the Disability Service post entry}.

Source: data provided by AR 27 February 2025 and TAP 21 March 2025.

<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.

The overall decline in students entering Trinity via alternative routes {from 27% in 2021/22 to 21% in 2023/24} is concerning, as Trinity's Strategic Plan 2020-2025 aimed to increase participation from non-traditional backgrounds to 25% by 2025. The fact that the decrease is observed across almost all entry routes, except Asylum Seeker Access Provision and Ex Foundation, underscores the need for a critical review of current policies and interventions to address this issue.

Admissions through the HEAR scheme represent the most significant decline in widening participation admissions. The number of HEAR-eligible students entering Trinity decreased by 27% compared with the 2022/23 academic year {120 versus 164}. This decline is substantially greater than the national decrease in eligible HEAR applicants, which stands at approximately 3%. This discrepancy suggests that factors beyond a shrinking national applicant pool are contributing to the reduction in admissions.

Two potential contributing factors are the increasing points requirements and the introduction of subject-specific entry criteria. The Faculty of STEM accounts for the highest proportion of HEAR entrants. This may be attributed, in part, to the implementation of minimum points bands for HEAR reduced-points offers in disciplines such as Engineering, Biological and Biomedical Sciences, Geography and Geoscience, Chemical Sciences, and Physical Sciences, which collectively account for approximately 70% of places in STEM courses. Expanding this approach to additional courses and faculties could be a viable strategy for enhancing HEAR admissions.

It is also important to acknowledge that the significant increase in HEAR entrants in 2020 and 2021 coincided with the use of calculated grades for admissions. The subsequent return to the traditional Leaving Certificate examination format may have disproportionately impacted students from disadvantaged backgrounds, contributing to the observed decline in HEAR admissions.

The number of students who are entering Trinity through DARE showed a significant decrease after a continuous increase year-on-year, with 330 entrants in 2023/24, compared with 353 in 2022/23, compared with 306 in 2021/22 and 297 in 2020/21. It highlights that DARE is no longer the dominant access route for disabled students in Trinity. While DARE continues to benefit many students, particularly those applying to high-points courses, the majority of disabled students are now entering Trinity through merit-based or international applications. This reflects broader trends seen across all new entrants, indicating a shift in how disabled students access higher education. The Trinity disAbility Service KPIs and Statistics report for 2023/24 shows that, of the 722 new entrant undergraduate students who applied for disability support, only 241 {33.4%} entered through DARE with a points reduction. This highlights the importance of ensuring robust post-admissions support structures, rather than relying solely on DARE as the primary mechanism for access.

The National Access Plan {NAP} 2022-2028 sets a target of increasing the representation of students with disabilities among new entrants from 12.4% to 16% by 2028. Based on the Trinity disAbility Service KPIs and Statistics report for 2023/24, 13% of Trinity's new undergraduate entrants applied for disability support. This suggests that Trinity is currently above the baseline national figure {12.4%} but still has progress to make towards the 16% target by 2028.

Overall, Trinity is performing well relative to national figures but faces challenges in sustaining and expanding access pathways. The move away from DARE as the primary entry mechanism reflects national trends, but the overall decline in alternative routes requires careful monitoring. To stay on track with both its own Strategic Plan 2020-2025 and the National Access Plan 2022-2028, Trinity must ensure continued accessibility, flexible learning supports, and strong post-entry disability support systems.

There was a significant increase in the number of mature student applications in the 2023/24 academic year compared with the previous year {1,480 in 2023/24 versus 1,030 in 2022/23}. However, this increase was accompanied by a decline in the number of offers made {103 compared with 128}. Among those who received an offer, 83% proceeded to register for a programme.

Persistent challenges such as high employment rates, financial constraints, accommodation difficulties, and the demands of full-time study continue to present substantial barriers to increased participation among mature students. These trends align with national patterns, as highlighted in the National Access Plan {2022-2028}, which reports a decline in mature student participation in higher education.

Similarly, the number of students entering on the basis of FETAC qualifications has not significantly increased, despite the expansion of courses with FETAC entry pathways. This highlights the need to further strengthen partnerships with FET providers to enhance progression opportunities for students. In terms of Asylum Seekers Access Provision {ASAP} scholarships - there was a shift in scholarships. The reason for this is that TAP {Trinity Access Programmes} managed the University of Sanctuary work up until the academic year 2023/2024. From that point onward, all of the College's University of Sanctuary initiatives were brought together under Trinity Global and the Trinity Global Experience team. In 2023/24 the ASAP was ended and a new sanctuary scholarship programme commenced - the Trinity College Dublin University of Sanctuary Undergraduate Scholarship. This scholarship is supported by fee write-downs {the same as ASAP}, stipends and other supports {provided by Trinity Global and funded by the Sanctuary Fund}. With the commencement of this new programme, the numbers of scholarships offered increased to 4 in AY 2023/24 with another 4 being offered in 2024/25. The plan is to increase to 5 new starts in 2025/26. In 2023/24, all four recipients were female and their faculties were STEM, HS and 2 x AHSS.

Table 2.6: Undergraduate new entrants by alternative admission routes by Faculty, by Gender 2023/24.

Entry route	Arts, Humanities & Social Sciences			Science, Technology, Engineering, and Mathematics			Health Sciences			Multi-Faculty			Total
	Female	Male	Other	Female	Male	Other	Female	Male	Other	Female	Male	Other	
HEAR {Socio-economically disadvantaged} *	19	14	-	20	28	-	37	9	-	14	5	-	146
<b>Mature students</b>	28	20	-	5	12	-	20	7	-	11	12	1	116
FETAC/QQI	8	13	-	7	10	-	20	1	-	6	1	-	66
DARE {students with a disability} **	67	39	5	47	67	4	59	15	-	34	31	1	369
<b>Totals for Alternative Entry Routes</b>	<b>122</b>	<b>86</b>	<b>5</b>	<b>79</b>	<b>117</b>	<b>4</b>	<b>136</b>	<b>32</b>	<b>-</b>	<b>65</b>	<b>49</b>	<b>2</b>	<b>697</b>
<b>No. of CAO entrants 2022/23</b>	570	348	10	423	511	13	595	143	-	343	196	7	3,159
<b>Total CAO entrants as a % of Faculty new entrants</b>	21.4%	24.7%	50%	18.7%	22.9%	30.8%	22.9%	22.4%	-	19.0%	25.0%	28.6%	22.1%

\*Includes merit and reduced points.; \*\* Represents entry routes only {i.e., excludes students who subsequently register with the Disability Service post entry}

Source: data provided by AR 27 February 2025 and TAP in March 2025

Data illustrating the number of applicants through the Mature Student Dispensation Scheme was provided by AR and TAP. This data is illustrated in Table 2.7, below. There was a notable increase in the number of mature student applications in 2023/24 compared with the previous year {1480 in 2023/24 v 1030 in 2022/23}, although there was a decrease in the number of offers {103 v 128}. Of those that were offered a place, 83% registered for a programme. The data reflect national trends, with the National Access Plan {2022-2028} reporting a decline in mature student participation in Higher Education.

Table 2.7: Analysis of students admitted via Mature Students Dispensation Scheme, by Faculty 2016 - 2023.

Details of applications	2023	2022	2021	2020	2019	2018	2017	2016
Number of applicants	1480	1030	666	471	583	652	744	717
Number of places offered	103	128	116	85	100	135	122	136
Number of students registered by Faculty								
Faculty	2023	2022	2021	2020	2019	2018	2017	2016
Arts, Humanities & Social Sciences	37	34	46	33	32	48	57	57
Science, Technology, Engineering, and Mathematics	15	9	5	13	9	13	17	23
Health Sciences	21	20	19	20	25	27	18	25
Multi-Faculty	13	7	12	7	5	24	22	22
<b>Total students registered</b>	<b>86</b>	<b>70</b>	<b>82</b>	<b>73</b>	<b>71</b>	<b>112</b>	<b>114</b>	<b>127</b>

Source: data provided by Academic Registry on 27 February 2025 and TAP in March 2025.

It is important to note that, while the above data represent students admitted through alternative entry routes, it does not represent all socio-economically disadvantaged {SED} entrants, who may have been admitted via CAO rather than these routes. Additionally, the above data does not capture data of other underrepresented groups such as the Irish Traveller and Roma communities, who are identified as priority groups in the National Access Plan 2022-2028.

## 2.6 Trinity Admissions Feasibility Study (TAFS)

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 2023/24, 19 students were admitted: History {9}, Law {9} and Ancient and Medieval History and Culture {1}. The number of applicants to the Study increased by 5% on the previous year {194 vs 185}.

The 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>6</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}. In June 2023, Council

<sup>6</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 with every other applicant from their school who has applied to any course, in any college, through the CAO.

approved the conclusion of the Trinity Admissions Feasibility Study {TAFS}, and the academic year 2023/24 saw the last intake onto the study. The possibility of increasing the proportion of CAO places reserved for widening participation pathways and for those presenting with QQI-FET qualifications increased and it is expected to see more students coming through that route.

## 2.7 Entrance Exhibition Awards

Entrance Exhibitions are awarded to Junior Fresh students who showed significant merit in public examination results by achieving the highest points {minimum of 500 points, excluding bonus points for mathematics} among Trinity entrants from their secondary school, or the EU/EEA equivalent. Exhibitioners receive a €150 book token and a certificate, and the names of all new Exhibitioners is recorded in the College Calendar.

In 2023/24, 625 new entrants were awarded an Entrance Exhibition Award, compared with 675 awards in 2022/23, {ref: AR Report, 2023/24, pg. 17}. Measures put in place during COVID-19 in relation to the Leaving Certificate may have contributed to grade inflation with a higher number of students receiving 500 points and over. Notwithstanding the return to the traditional Leaving Certificate format, the number of Entrance Exhibition awards is still higher than prior to the pandemic {527 in 2020/21; 452 in 2019/20 and 439 in 2018/19}. The 2023/24 Entrance Exhibition cohort came from 445 {460 in 2022/23} different schools; 416 from 32 counties on the island of Ireland, together with candidates from 37 schools in 28 countries.

Table 2.8 below presents data relating to Entrance Exhibition Awards by Faculty and Gender. Students in the Faculty of STEM achieved the highest number of Entrance Exhibition Awards {244} followed by HS {163} in 2023/24. {Source: AR Annual Report, 2023/24, pg. 17}

Table 2.8: Entrance Exhibition Awards by Faculty and Gender, 2020/21 - 2023/24.

Faculty	2023				2022			2021			2020		
	Male	Female	Other	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
AHSS	45	73	2	120	59	77	136	47	94	141	48	110	158
STEM	149	94	1	244	100	137	237	145	121	266	121	78	199
HS	46	117	0	163	55	126	181	39	138	177	29	99	128
MF	47	50	1	98	48	74	122	47	55	102	14	28	42
Total	287	334	4	625	262	414	675	278	408	686	212	315	527

## Part III: Student Lifecycle Post-Admission

### 3 Retention, Progression and Performance of Students in Final Degree Award

This section of the Senior Lecturer's Annual Report presents data relating to students' progression and retention for programme years 1-5 for the academic year 2023/24. 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 are also provided by gender and fee-paying status.

#### 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 2023/24 following data cleansing. For the purposes of the progression and retention data presented in this section, 575 students were removed from the analysis, leaving a total of 13,301<sup>7</sup> registered students on undergraduate programmes.

Table 3.1: Retention analysis profile of students excluded from analysis

Student Status	2023
Undergraduate and Undergraduate Validated Programmes	13876
Diploma and Professional Diploma	-99
Off Books	-132
Off Books Assessment	-251
Medical Intern	-88
Student Union Officer & Intermission of Studies	-5
<b>Total</b>	<b>13301</b>

Source: data provided by AR on 27 February 2025

##### 3.1.2 Undergraduate New Entrants: Progression and Retention Profile

Retention is defined as the categories of students who either progressed to year 2, repeated year 1 or who transferred to another course within Trinity. The retention rate has reached 94%, maintaining the same level as last year {2022/23}, but down from 95% in 2021/2022. In comparison with the previous year, more students repeated the same course in 2023/24.

Data for the last five years until 2023/24 illustrates an upward trend in the non-retention rate followed by a small drop in 2023/24: from 3.7% in 2019/20 increasing to 6.4% in 2022/23, followed by 5.6% in 2023/24. Although last year's retention showed a slight improvement, it should be approached with caution moving forward. The national trends, as per the data released by the Higher Education Authority, reports a downward trend at a national level in progression rates of new entrants to Level 8 programmes from 2019/20 - 2021/22.<sup>8</sup> College and National trends will be monitored, and the development of evidence-based interventions to support students most at risk of discontinuing their studies may be needed.

<sup>7</sup> The 15,397 UG students mentioned previously (on page 10) is relating to the total undergraduate registered students in 2023/24 (Academic Registry Annual Report, page 23). The 13,876 students noted here refers to the total retained UG students in 2023/24 and comes from Retention and Progression Tables provided by Academic Registry on 27 February 2024.

<sup>8</sup> <https://hea.ie/statistics/data-for-download-and-visualisations/students/progression/non-progression-and-completion-dashboard/>

The proportion of students who progressed in the same course increased slightly {2023/24: 88.9% 2022/23: 88.5% 2021/22: 91%; 2020/21: 92%} and the proportion of students transferring to another course remained at 3.2% after an increase in previous years 2022/23: 3.3%; 2021/22: 2.6%; 2020/21: 2.0%}.

Table 3.2: New entrant data, year 1, 2023/24 - 2019/20 (in Retention Standing & Fees).

Standing & retention	2023/24		2022/23		2021/22		2020/21		2019/20	
Year 1	N	%	N	%	N	%	N	%	N	%
Progressed same course	3230	88.9%	3147	88.5%	3189	90.7%	3140	92.2%	3001	94.1%
Repeat same course	82	2.3%	66	1.9%	63	1.8%	52	1.5%	13	0.4%
Transferred to another course	117	3.2%	116	3.3%	91	2.6%	68	2.0%	56	1.8%
Not retained	203	5.6%	228	6.4%	173	4.9%	145	4.3%	119	3.7%
<b>Total</b>	<b>3632</b>	<b>100%</b>	<b>3557</b>	<b>100%</b>	<b>3516</b>	<b>100%</b>	<b>3405</b>	<b>100%</b>	<b>3189</b>	<b>100%</b>

Source: data provided by AR on 27 February 2025

Table 3.3 presents new entrant data by Faculty. An increase in the proportion of students progressing was observed particularly in the Faculties of HS and STEM in 2022/23, while AHSS has remained stable at 96% since 2021/22. STEM has a very slightly lower retention rate {93%}, than HS {95%} and AHSS {96%}.

Table 3.3: New entrant data by Faculty 2023/24 (from Appendix VI).

Standing & retention	AHSS				STEM				HS				MF			
	2023/24		2022/23		2023/24		2022/23		2023/24		2022/23		2023/24		2022/23	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Progressed same course	1097	92.2	1042	91.6	884	86.1%	870	85.5	704	88.9%	687	88.4	545	87.5%	548	87.8
Repeat same course	14	1.2	17	1.5	31	3.0%	30	2.9	26	3.3%	13	1.7	11	1.8%	6	1.0
Transferred to another course	26	2.2	29	2.5	44	4.3%	37	3.6	21	2.7%	21	2.7	26	4.2%	29	4.6
Not retained	53	4.5	50	4.4	68	6.6%	81	8.0	41	5.2%	56	7.2	41	6.6%	41	6.6
<b>Total progression rate</b>	<b>96%</b>		<b>96%</b>		<b>93%</b>		<b>92%</b>		<b>95%</b>		<b>93%</b>		<b>93%</b>		<b>93%</b>	

Source: data provided by AR on 27 February 2025

Appendix Table 3 {see Appendix III} presents data relating to new entrant progression and retention by Gender and Faculty. Figures for 2023/24 show that out of 2248 students who identify as female, 119 were not retained, which is a 1% increase from 2022/23 {95% v 94%}, while the retention rate of males remained stable at 94%. The proportion of those who repeated the same course was slightly higher for males {3%} than females {2%}. Looking at the gender differences across faculties {see Appendix IV}, males had a slightly higher progression rate than females in AHSS {F:95%; M:96%}, while the progression rate for females was higher in STEM {F: 94%; M: 93%} and HS {F:95%; M:94%} and MF {F:94%; M:92%}.

The progression and retention rates of new entrant EU and non-EU students can be seen in data presented in Appendix Tables 5, 6, and 7 (See Appendix V and VI). In 2023/24 there was a slight difference in the rate of retention of EU and non-EU new entrant students {EU: 94%; non-EU:95%}. The faculty of AHSS has a similar progression rate for both EU and non-EU students, whereas both STEM and HS record a slightly higher progression rate amongst non-EU students.

### 3.1.3 Undergraduate Registered Students: Progression and Retention

This section presents data across all programme years, providing a snapshot of student progression and retention across five years of the student lifecycle for 2023/24 {see Appendix IV}. As observed in previous years, the number of students 'not retained' decreased as students progressed through their programme, with student attrition being greatest in first year.

Table 3.4 below presents data on the profile of registered students for years 1 to 5 who were not retained. Overall student attrition across the whole student UG body for 2023/24 was 2.5%, which has remained unchanged since 2020/21. Of the 331 students not retained across years 1-5, the attrition rate does not vary between EU and non-EU students, while male students {4%} had a marginally higher attrition rate compared with female students {3%} across all year groups.

Table 3.4: Not-retained UG registered student profile across years 1-5, 2023/24.

{This table is a summary of data provided in appendices III & IV}

Faculty	Not Retained	Gender				Fee Status	
		Female	Male	Non Binary	Prefer not to say	EU	NEU
AHSS	92	56	34	1	1	74	17
STEM	123	45	78	0	0	108	15
HS	55	37	14	NA	0	52	3
MF	61	36	25	0	0	49	12
<b>Total</b>	<b>331</b>	<b>174</b>	<b>151</b>	<b>1</b>	<b>1</b>	<b>283</b>	<b>47</b>
<b>Total number of UG registered students</b>	<b>13301</b>	<b>8191</b>	<b>5045</b>	<b>14</b>	<b>51</b>	<b>11325</b>	<b>1976</b>
<b>Total % of UG registered students not retained</b>	<b>2.5%</b>	<b>2.2%</b>	<b>3.0%</b>	<b>7.1%</b>	<b>2.0%</b>	<b>2.5%</b>	<b>2.4%</b>

### 3.1.4 Assessment Progress of New Entrants Entering Through Widening Participation Entry Routes

Data on the assessment progression of students who entered Trinity through alternative entry routes was presented for the first time in the 2020/21 annual report. In 2023/24, new entrants who entered through these routes had an 85% pass rate, the same as in 2022/23, a 1% decrease from 2021/22 and a 6% decrease overall since 2020/21, which recorded a 91% pass rate. Entrants entering through standard routes had a 93% pass rate in 2023/24, the same as in 2022/23. The proportion of new entrants entering through alternative entry routes repeating the year was 11% in 2023/24, which has steadily increased since 2020/21 {11% in 2022/23, 10% in 2021/22 and 7% in 2020/21}. This compares with 4% of entrants who entered through standard entry routes. Research has shown that the COVID-19 pandemic exacerbated educational attainment disparities in participating and successfully progressing in higher education for at-risk students and the new National Access Plan 2022 -2028 has identified progression rates of students from the identified

priority groups as a key indicator for assessing the success of the implementation of the plan.<sup>9</sup>

Table 3.5: Assessment progression of new entrants who entered through Widening Participation routes in 2023/24 (Summarised from Appendix Tables 9 and 10 in Appendix VI).

WPA ROUTES	Year 1				
	Pass	Fail	Not Progressed	Repeat year	No Result
DARE {Merit offer}	93%	4%	0%	4%	0%
DARE {Reduced points offer}	85%	3%	0%	12%	0%
HEAR {Merit offer}	93%	4%	0%	4%	0%
HEAR {Reduced points offer}	79%	6%	0%	14%	0%
ex-Foundation into full degree {Mature}	60%	5%	0%	35%	0%
ex-Foundation into full degree {Young Adult}	67%	11%	0%	22%	0%
FETAC/QQI	97%	0%	0%	3%	0%
Mature	86%	3%	1%	9%	1%
<b>WPA Routes Total</b>	<b>85%</b>	<b>4%</b>	<b>0%</b>	<b>11%</b>	<b>0%</b>
<b>Northern Ireland Feasibility Study</b>	<b>96%</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>
<b>Trinity Admissions Feasibility Study</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Standard Entry</b>	<b>93%</b>	<b>2%</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>

### 3.1.5 Assessment Progress of Undergraduate Registered Students Entering Through Widening Participation Entry Routes

Table 3.6 presents the pass rate for undergraduate students across years 1-5 who entered through various WP routes for the period 2018-2024. The overall pass rate was 90% in 2023/24, which is a slight decrease from 2022/23 and reflects data from the pre-Covid era 2017/18 and 2018/19 {91%}. 7% of students who entered through alternative entry routes repeated the year in 2022/23, compared with 3% of those entering through Standard Entry {see Appendix VII}.

Table 3.6: Number of UG registered students across years 1-5 who entered through Widening Participation routes who achieved a Pass (summarised from Appendix Table 10 in Appendix VII).

Total % in grey column is against of all the years of the analysis.

Widening Participation Access Routes	2023/24	2023/24 Total	2022/23	2022/23 Total	2021/22	2021/22 Total	2020/21	2020/21 Total	2019/20	2019/20 Total	2018/19	2018/19 Total
DARE {Merit offer}	96%	17%	94%	18%	95%	19%	96%	20%	96%	17%	91%	16%
DARE {Reduced points offer}	89%	18%	89%	18%	91%	20%	93%	19%	94%	18%	87%	17%
HEAR {Merit offer}	95%	12%	96%	11%	95%	15%	98%	17%	98%	15%	92%	17%
HEAR {Reduced points offer}	90%	14%	90%	15%	91%	17%	93%	17%	95%	16%	91%	16%
ex-Foundation into full degree {Mature}	81%	13%	95%	11%	79%	15%	88%	16%	90%	17%	91%	18%
ex-Foundation into full degree {Young Adult}	83%	11%	79%	12%	81%	16%	89%	18%	91%	16%	83%	19%
FETAC/QQI	93%	22%	88%	19%	87%	29%	93%	25%	96%	17%	92%	13%
Mature	89%	14%	92%	13%	91%	15%	90%	17%	94%	16%	90%	17%

<sup>9</sup> A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028.

<b>Widening Participation Access Routes Total</b>	90%	15%	91%	15%	91%	18%	92%	18%	95%	17%	90%	17%
<b>Standard Entry</b>	95%	15%	95%	16%	95%	18%	96%	17%	97%	16%	96%	16%
<b>Grand Total*</b>	94%	15%	94%	15%	94%	18%	95%	17%	96%	16%	94%	16%

\*Includes students who entered through the Northern Ireland Feasibility Study, the Trinity Feasibility Study, and students on Foundation Courses

### 3.2 Award Classifications

The AR Annual Report, 2023/24 provides comparative data on award classifications achieved by students in 2023/24.

The proportion of students awarded a first-class degree was 24% in 2023/24, {2022/23: 29%} which represents a continuation in the decrease from the COVID-19 pandemic years in which 31% of students were awarded a first-class degree in 2021/22 and 34% in 2020/21. As shown in Table 3.7, across the faculties the highest percentage of first-class degrees was awarded to students in the Faculties of Health Sciences {excluding Medicine and Dental Science} {32%}, followed by Multi-Faculty {27%}, while 26% of AHSS students and 20% of STEM students achieved a first-class degree.

There has been a decrease in the proportion of first-class degrees awarded in Trinity since 2020/21, as viewed in the figure below, preceded by a steady increase in first-class degrees since 2011/12. The proportion of students awarded a first-class degree in 2023/24 does align with pre-pandemic figures {23.59% in 2023/24 v 20.8% in 2016/17; 24.2% in 2017/18; and 25.5% in 2018/19}.

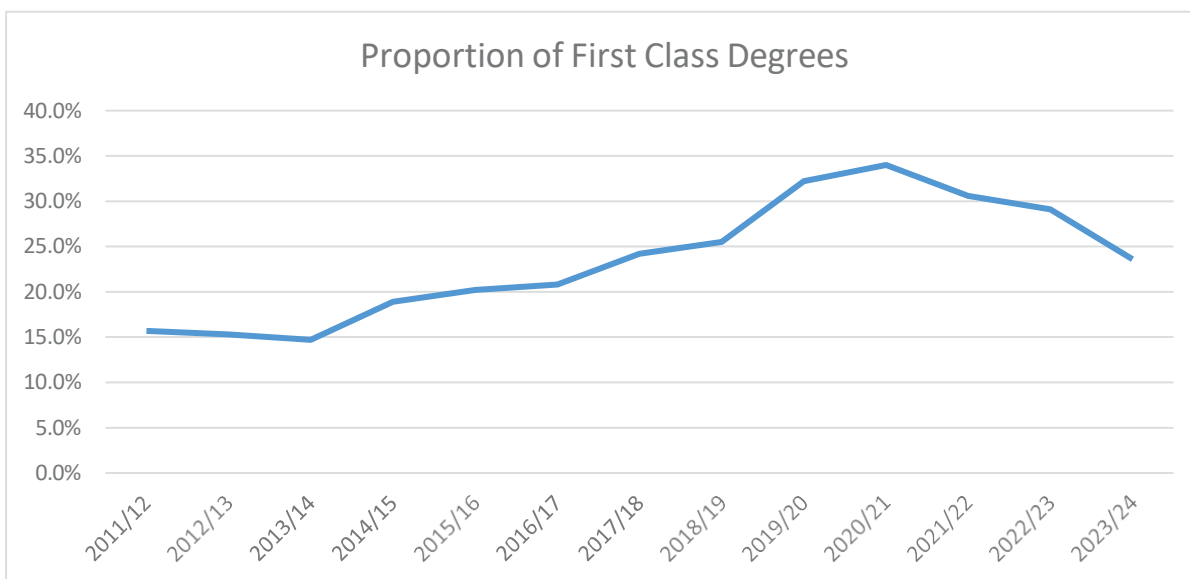


Figure 3.1: Proportion of First Class Degrees from 2011/12 to 2023/24 in percentage.

Source: Trinity HE Degree Classification Report {submitted to QQI in April 2024}

An increase during the COVID-19 period was related to mitigating measures implemented in relation to assessment and progression regulations, including permission to repeat passed assessments and a shift to online assessment {Trinity HE Degree Classification Report, April 2024}. Online teaching and assessment also suited some students better than pre-pandemic approaches. Wider trends in degree classifications are complex and relate to a myriad of factors that are student-related {efforts, motivations} and teaching and learning-support or curricula-related, with universities implementing more student-focused practices and students having access to better

information regarding what is required from them. These trends may also reflect changes made to assessment and progression-related policies within the time period and national policy or practice.

Looking ahead, the longer-term effects of TEP on degree classification will need to be reviewed post-adoption and full-cycle use of new structures after the COVID years.

Table 3.7: First-class degrees by Faculty 2023/24 - 2018/19 (summarised from AR Annual Report, Table E9, pg. 40).

Faculty	% First Class Degrees 2023/24	% First Class Degrees 2022/23	% First Class Degrees 2021/22	% First Class Degrees 2020/21	% First Class Degrees 2019/20	% First Class Degrees 2018/19
AHSS	26%	34%	35%	37%	29%	29%
STEM	20%	25%	29%	31%	34%	28%
HS*	32%	26%	24%	40%	42%	21%
MF	27%	35%	47%	35%	38%	25%
<b>College Total</b>	<b>24%</b>	<b>29%</b>	<b>31%</b>	<b>34%</b>	<b>32%</b>	<b>26%</b>

\*Excludes Medicine and Dental Science

### 3.3 Gold Medals

The Board of Trinity awards Gold Medals to students who obtain a First-Class degree and have shown exceptional merit in assessments for honours or professional programmes. The criteria for the award for a Gold Medal were amended in 2017/18 and require the overall degree award mark to be 75% or above, as determined by the programme. Gold Medals are not awarded to students who have been reassessed. The application of this criteria commenced for students in Health Faculty programmes and three programmes delivered in the Faculty of Science, Technology, Engineering, and Mathematics in their Junior Sophister year in 2021/22 and for all other Junior Sophister students in 2022/23. Prior to this implementation, the criteria varied from 70% - 80%, with additional criteria in some programmes {for example, where all modules have a mark of 70% and above}. Gold Medal criteria for each programme are available to view online on the Academic Registry webpage.

Table 3.8: Number of First-Class degrees and Gold Medals awarded by Faculty at graduation, 2019/20-2023/24.

Faculty	2023/24		2022/23		2021/22		2020/21		2019/20	
	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals
AHSS	299	14	372	29	364	29	430	39	315	34
STEM	207	57	247	58	209	70	249	84	316	81
HS	204	41	151	26	157	27	193	61	219	60
MF	98	20	125	14	139	14	156	20	127	10
<b>Total</b>	<b>808</b>	<b>132</b>	<b>895</b>	<b>127</b>	<b>869</b>	<b>140</b>	<b>1,028</b>	<b>204</b>	<b>977</b>	<b>185</b>
<b>% Golden medals Proportion of overall First-Class awards</b>	<b>16%</b>		<b>14%</b>		<b>16%</b>		<b>20%</b>		<b>18%</b>	

Source: SITS as taken from Table E14 in AR Report, 2023/24, pg. 44.

Table 3.8, taken from Table E14 in the AR Annual Report presents the total number of First-Class degrees awarded at graduation, rather than at the examination session. 132 Gold Medals were awarded in 2023/24. The percentage of students achieving a Gold Medal as a proportion of the

overall number of First-Class awards increased to 16% in 2023/24, compared with 14% in 2022/23 and 16% in 2021/22. Figure 3.1 above shows the increase in the number of first-class awards during the COVID pandemic has reversed, although it is still higher than in pre-COVID years. In 2023/24, 52% of Gold Medals awarded went to female students.

Table 3.9: Gold Medals awarded by Gender 2018/19 - 2023/24.

Gender	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19
Male	62	55	64	98	94	80
Female	67	72	76	106	92	91
<b>Total</b>	<b>129</b>	<b>127</b>	<b>140</b>	<b>204</b>	<b>186</b>	<b>171</b>

Source: SITS as taken from Table E15 in AR Report 2023/24, pg. 44

### 3.4 Student Cases

The Academic Registry is responsible for undergraduate student cases, where there is a dedicated and integrated team who handle various stages of the student life cycle under the Senior Lecturer/Dean of Undergraduate Studies' oversight.

Table 3.10 shows that the number of cases submitted to the Courts of First Appeal following the reassessment period in 2023/24 has decreased compared with the previous three years. However, there was a slight increase in cases for Arts, Humanities & Social Sciences and Multi- Faculty {TJH} during the annual session, compared with the previous year. Arts, Humanities & Social Sciences also saw growth in reassessment cases. In contrast, Engineering, Science, SCSS, Medicine, Nursing, Pharmacy, Therapy, and Law all experienced decreases in reassessment appeals cases in 2023/24 compared with 2022/23, with Law reporting no reassessment appeals cases at all in 2023/24.

Overall, while the number of cases brought to the Courts of First Appeal in the 2023/24 annual session decreased compared with the 2022/23 figures, a similar decrease in cases was also observed during the reassessment session.

Table 3.10: Undergraduate student cases: Courts of First Appeal 2019/20 - 2023/24.

Courts of First Appeal	2023/24		2022/23		2021/22		2020/21		2019/20	
	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Reassess
Engineering, Science, SCSS	1	8	1	12	0	15	0	7	0	8
Arts, Humanities & Social Sciences	4	6	2	3	2	7	1	7	0	2
Law	0	0	0	1	3	2	0	2	2	2
Medicine, Nursing, Pharmacy, Therapy	2	18	3	31	7	15	1	19	0	8
Multi-Faculty {TJH}	1	5	0	6	1	5	0	5	0	3
<b>Total</b>	<b>8</b>	<b>37</b>	<b>6</b>	<b>53</b>	<b>13</b>	<b>44</b>	<b>2</b>	<b>40</b>	<b>2</b>	<b>23</b>
<b>Total for the year</b>	<b>45</b>		<b>59</b>		<b>57</b>		<b>42</b>		<b>25</b>	

Source: extracted from AR Student Cases UG daily log as taken from Table E1(a) from the AR Annual Report 2023/24, pg. 31.

Overall, there was a significant decrease in Academic Appeals in 2023/24 compared with 2022/23 figures, specifically in the reassessment session. In 2022/23 there was a significant number of cases in the reassessment session requesting not to repeat a year {usually OBA} and instead to carry over a failed module to the following year. The surge might have been due to micro-economic and financial reasons and the cost-of-living in 2023.

Table 3.11 below contains revised numbers for 2022/23 as Academic Appeals/ Reassessment session continues for the entire academic year 2023/24 and therefore were not fully captured in the last year's figures.

Table 3.11: Number of cases coming to Academic Appeals Committee between 2023/24 and 2019/20.

Academic Appeals	2023/24		2022/23		2021/22		2020/21		2019/20	
	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Reassess
Engineering, Science, SCSS	1	5	1	15	0	15	0	3	0	0
Arts, Humanities & Social Sciences	2	1	0	8	0	1	0	0	0	0
Law		2	0	2	0	3	0	0	0	0
Medicine, Nursing, Pharmacy, Therapy	1	5	2	11	1	2	0	3	0	1
Multi-Faculty {TJH}	2	3	1	4	1	1	0	0	0	0
<b>Total</b>	<b>6</b>	<b>16</b>	<b>4</b>	<b>40</b>	<b>2</b>	<b>22</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1</b>
<b>Total for the year</b>	<b>22</b>		<b>44</b>		<b>24</b>		<b>6</b>		<b>1</b>	

Source: Extracted from AR Student Cases Daily Log and AR Annual Report 2023/24 pg. 31.

Table 3.12 below presents the reasons for students going off-books and shows a decrease in total OBN {no assessment} and OBA {with assessment} cases, dropping to 511 in 2023/24 from 616 in 2022/23. OBN denotes taking a year off studies {which can be requested for many reasons}. There was a 31% reduction in the number of OBN in 2023/24 compared with 2022/23 {211 v 307}. A significant rise in OBN cases was observed in 2021/22 {364 v 232} compared with 2020/21, which may be attributed to the challenges of studying during the pandemic. Consequently, with the return to the campus in the following academic year, many students did not feel the need of another year off-books. The trend seems to continue in 2023/24.

Students can apply for permission to go off-books with assessment {OBA}, which allows students to repeat any failed modules {up to 20 ECTS} while remaining off-books. In 2023/24 there was a slight decrease {3%} in OBA cases in comparison with 2022/23.

Table 3.12: Reasons for undergraduate students going off-books: 2015/16 - 2023/24.

Reasons for off-books	2023/ 24	2022/ 23	2021/ 22	2020/ 21	2019/ 20	2018/ 19	2017/ 18	2016/ 17	2015/ 16
<b>Reason for off-books (OBN)</b>									
Personal	83	95	116	67	67	69	80	93	83
Medical	95	144	193	92	115	130	131	94	50
Financial	9	18	4	9	13	17	19	19	19
Ad Mis	4	5	6	7	6	8	13	13	7
Other	2	3	13	3	6	11	11	18	29
Health Reasons	8	13	4	3	2	3	5	7	41
Intercalation	3	16	19	19	8	7	16	5	22
Academic	2	5	3	2	15	7	5	4	10
Collaborative Programme	0	2	2	2	0	0	0	2	0
Disability Needs Not Met	0	0	0	1	0	0	0	0	0
Deferred	0	0	0	1	0	0	0	0	0
No Reason Given	4	4	2	0	0	0	0	0	0
Maternity	0	1	0	0	0	0	0	0	0
Exclusion	0	1	0	0	0	0	0	0	0
Related to COVID-19	0	0	2	6	0	0	0	0	0
Failed to Meet Health Screening Clearance Checks	1	0	0	0	0	0	0	0	0
<b>Total OBN Cases</b>	<b>211</b>	<b>307</b>	<b>364</b>	<b>212</b>	<b>232</b>	<b>252</b>	<b>280</b>	<b>255</b>	<b>261</b>
OBA {Off-books with assessment}	300	309	184	81	184	167	206	182	214
<b>Total Cases (OBN+OBA)</b>	<b>511</b>	<b>616</b>	<b>548</b>	<b>293</b>	<b>416</b>	<b>419</b>	<b>486</b>	<b>437</b>	<b>475</b>

Source: AR Annual Report 2022/23, pg. 34, Extracted from SITS.

### 3.5 Academic Integrity

The move to remote learning during the COVID-19 pandemic, and the development of Generative Artificial Intelligence {GenAI} tools accentuated the need for the development of policies and practices to robustly address the challenges posed to preserving the academic integrity of assessments.

Implementation of new academic misconduct procedures was piloted in 2023/24. The Michaelmas term assessment period saw the first use of the new procedures, and informal feedback was given via email and at workshops.

Instances of plagiarism or other breaches of academic integrity are recorded in SITs by the module markers, school assessment manager or their delegates. The AR Annual Report 2023/24 reports that the number of reported academic misconduct cases recorded has significantly increased, compared with a decline in previous years, reporting 160 instances in 2023/24 {31 in 2022/23;74 in 2021/22; and 124 in 2020/21}.

Academic Misconduct cases are categorised into 4 levels: level 1}. Level 1: Poor academic practice/conduct; Level 2: Academic misconduct {minor}; level 3: Academic misconduct {major}; Level 4: Severe academic misconduct. [{Suspected-Academic-Misconduct-Procedure.pdf}](#).

In 2023/24 there were 97 level 1 cases, 48 level 2 cases, and 13 level 3 cases reported. The largest proportion of cases of misconduct continues to be seen in a small number of programmes and is limited to certain programmes in specific faculties.

Further data on examination infringement and misconduct was obtained from the Office of the Junior Dean and can be seen in Appendix VIII, Appendix table 10. There was a total of 55 incidences of examination infringement recorded among undergraduate students in 2023/24. The Office of the Junior Dean stated that these minor infringements consisted of possessing a mobile phone or smart device in an exam.

In 2024, academic integrity resources were updated to include a feature in SITS that allows staff to check for prior instances of academic misconduct on a student's record. This is required when filling out the academic integrity form {calculator}. The form's descriptions were also updated to specify that unauthorized use of Generative AI {Gen AI} is considered a misconduct. Academic policies, such as the Assessment and Progression Policy, will continue to integrate guidelines on assessment design that take into account the use of generative AI. It is essential that existing governance structures and policies continue to support and uphold academic integrity effectively.

### 3.6 Examinations

Table 3.13, taken from Table E7 from the 2023/24 AR Annual Report presents the breakdown of examination sittings from 2019/20 to 2023/24.

Table 3.13: Breakdown of examination sittings, 2019/20 - 2023/24.

Examination sittings		2023/24	2022/23	2021/22	2020/21	2019/20
End of Year / Semester	Semester 1	29,041	31,435	29,833	30,998	34,280
	Semester 2	28,991	31,168	28,376	28,288	30,235
Reassessments		4,768	4,375	3,967	2,971	2,874
Specials/ Deferred Semester 1		0	0	2,645	1,644	24
Council Approved	Annual	4,050	4,693	3,966	3,101	4,121
	Supplemental	865	707	858	531	0
Centrally Managed Term tests		0	0	323	0	2,361
Foundation Scholarship		5,593	3,055	2,504	2,718	2,870
Other *		0	0	0	0	0
<b>Totals</b>		<b>73,308</b>	<b>75,433</b>	<b>72,472</b>	<b>70,251</b>	<b>76,765</b>

\*Music Entrance Test and Matriculation {number of students who applied}

Source: Table E7 from the AR Annual Report 2023/24, pg. 37

The AR Annual Report 2023/24 reported a 2.8% decrease in the number of centrally managed examination sittings compared with the increases of years prior {2022/23, 1.3%; 2021/22, 6%}. Although the number of sittings has yet to reach the peak levels observed in the pre-COVID era, the growth from 2020/21 to 2022/23 does signify a return to a more typical baseline, which allowed for an analysis on the progress towards offering students a more diverse range of assessments. This analysis had been stalled during the COVID years as it would not have reflected a like-for-like

analysis. Notably, Council Approved exams experienced an 8.9% decrease from 2022/23 {2023/24, 4,915; 2022/23, 5,400}.

### 3.7 Examination Accommodations

The number of students registered with the Disability Service for exam accommodations has increased from 1,658 in 2022/23 to 1,776 in 2023/24, a 7% rise {118 students}. Additionally, the proportion of students requiring individual venues has grown from 4.5% {75 students} to 5.1% {95 students}. The 2023/24 AR Annual Report notes that this continues to place significant demand on suitable exam accommodation venues.

The Disability Service continued to ensure that students with disabilities had examination accommodations applied in 2023/24. These accommodations included, but were not limited to, extra examination time of 10, 15 and 20 minutes per hour depending on requirements, as well as the provision of low distraction venues and group venues.

### 3.8 Foundation Scholarship

In 2023/24, a total of 565 students from 948 expected applicants presented for the Foundation Scholarship examinations in January 2024 {448 students from 844 applicants in 2022/23}. In keeping with the increased number presenting for the Foundation Scholarship examinations, 73 new Foundation and non-Foundation Scholars were elected, compared with 62 in 2022/23 and 51 in 2021/22. Of the Foundation and Non-Foundation Scholarships awarded, 38 {52%} were to females and 35 {48%} to males, compared with 34 females and 28 males in 2022/23.

2023/24 was the ninth 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 were required to earn a first overall and obtain a majority of first-class marks, with remaining paper{s} achieving a mark of 65% or above.

Table 3.14: Number of Foundation and non-Foundation Scholarships awarded 2020/21 - 2023/24.

Faculty	2024		2023		2022		2021		2020	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
AHSS	15	15	11	11	11	8	16	15	8	7
STEM	1	10	3	9	4	8	3	9	3	12
HS	14	5	13	4	13	6	19	7	11	8
MF	8	5	7	4	1	0	3	1	6	2
<b>Total</b>	<b>38</b>	<b>35</b>	<b>34</b>	<b>28</b>	<b>29</b>	<b>22</b>	<b>41</b>	<b>32</b>	<b>28</b>	<b>29</b>
<b>Overall total</b>	<b>73</b>		<b>62</b>		<b>51</b>		<b>73</b>		<b>57</b>	

Source: Extracted from SITs. As reported in the AR Annual Report 2023/24, pg. 40

## Part IV Bridging the gap between 2023/24 and time of reporting

In transitioning into the 2024/25 academic cycle, it has been important to ensure the continued progression of developments achieved to date, while also identifying and addressing areas that require sustained focus for future advancement.

A key consideration in addressing the decline in alternative entry routes was the need for enhanced collaboration with HEAR, DARE, TAP, and Mature Student Entry offices. This had been essential for understanding the evolving landscape of undergraduate students' population and addressing existing barriers. Additionally, in supporting students with special needs, the Project LENS, delivered by the Disability Office, played a pivotal role in ensuring inclusive learning environments. As an increasing number of undergraduate students enter through merit-based and international pathways, it was imperative that Trinity ensured the establishment of robust support structures, including academic adjustments, assistive technology, mentoring, and mental health services.

To address evolving student needs, the 2024/25 academic cycle involved a comprehensive review of the following policies: the Return of Coursework Policy, the Assessment and Academic Progression Policy, the Programme Suspension and Cessation Policy, the Admission and Transfer Policy, Foreign Qualifications Policy, the English Language Policy, the VLE Policy, regulations around compensation, appeals and specific operational guidelines related to exams. Two new Policies were developed in 2024/25 for implementation in 2025/26 - the Late Submission of Assessments (Extensions) Policy and the Student Garda Vetting Policy.

The restructuring of the academic year with the aim to alleviate pressure on students and staff around assessment periods, and to enable an extra week of tuition for Junior Fresh students was completed in 2024/2025.

In 2024/2025, in response to the evolving opportunities and challenges presented by Artificial Intelligence {AI} and Generative AI {GenAI}, the College published its official [Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment, and Research](#). This statement marked a significant institutional milestone in acknowledging and addressing the transformative impact of AI technologies on higher education. Following its publication, the College promptly initiated the process of reviewing and updating relevant institutional policies to reflect the guidance outlined in the statement. This work included the revision of key documents and resources, such as programme handbooks, to ensure alignment with the new framework and to support staff and students in navigating the responsible and effective use of AI in academic contexts.

Building on the success of the Education for Sustainable Development {ESD} initiative from the Centre for Academic Practice, the focus of the work was on identifying various pathways to integrate ESD into the undergraduate curriculum. In the 2024/25 academic year, the team proposed "Embedding and Mainstreaming Education for Sustainable Development {ESD} in New Undergraduate Course Proposals" as a key action. This included the requirement to incorporate at least one ESD-related Programme Learning Outcome {PLO} in all new undergraduate course proposals. Additionally, the Centre for Academic Practice continued to play a crucial role in providing support and guidance on academic integrity through a range of resources and events.

Finally, The Virtual Learning Environment {VLE} was upgraded to Blackboard Ultra, with the aim of enhancing the experience for both students and staff.

In conclusion, the 2024/25 academic cycle provided an opportunity to build on 2023/24 successes while addressing emerging challenges, as identified. Through strategic collaborations, policy

reviews, and enhanced support mechanisms, Trinity continued to foster an inclusive and supportive environment for all undergraduate students.

## Appendix I – Undergraduate registrations for Year 1

Appendix Table 1: Total undergraduate Year 1 registrations 2016/17 to 2023/24.

Total Undergraduate Year 1 Registrations 2022/23 - 2017-18																						
Faculty		2023/24			2022/23			2021/22			2020-21			2019-20			2018-19			2017-18		
	Course Group	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
AHSS	UG	976	224	1200	972	199	1171	968	215	1183	1090	144	1234	988	141	1129	985	96	1081	1016	83	1099
	UG Validated	40	5	45	20	6	26	436	357	793	25	3	28	18	1	19	24		24	18	2	20
	UG Visiting	505	520	1025	534	533	1067	25	3	28	257	20	277	406	421	827	380	432	812	431	430	861
	<b>Total</b>	1521	749	2270	1526	738	2264	1429	575	2004	1372	167	1539	1412	563	1975	1389	528	1917	1465	515	1980
STEM	UG	922	144	1066	901	160	1061	943	131	1074	893	89	982	844	69	913	877	45	922	846	43	889
	UG Visiting	100	44	144	85	41	126	69	26	95	47	2	49	83	27	110	97	18	115	96	13	109
	<b>Total</b>	1022	188	1210	986	201	1187	1012	157	1169	940	91	1031	927	96	1023	974	63	1037	942	56	998
HS	UG	742	101	843	731	117	848	725	135	860	744	105	849	716	102	818	717	99	816	706	77	783
	<b>Total</b>				731	117	848	725	135	860	744	105	849	716	102	818	717	99	816	706	77	783
Multi Faculty	UG	601	140	741	573	124	697	584	101	685	489	43	532	441	45	486	420	35	455	407	25	432
	UG Visiting	107	161	268	88	112	200	42	86	128	21	5	26	34	123	157	15	143	158	2	118	120
	<b>Total</b>	708	301	1009	661	236	897	626	187	813	510	48	558	475	168	643	435	178	613	409	143	552
	<b>Grand Total</b>	3993	1339	5332	3904	1292	5196	3792	1054	4846	3566	411	3977	3530	929	4459	3515	868	4383	3522	791	4313

## Appendix II –Distribution of undergraduate new entrants by county

Appendix Table 2: Distribution of undergraduate new entrants by county 2018/19 – 2023/24.

County name	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	County name	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19
Antrim	14	20	23	32	27	21	Dublin 18	87	94	91	85	66	65
Armagh	5	1	0	1	2	4	Dublin 20	9	15	11	10	13	13
Belfast City	1	4	3	1	9	0	Dublin 22	25	30	33	32	38	26
Carlow	21	22	23	25	20	17	Dublin 24	63	55	60	68	50	60
Cavan	35	32	33	36	41	23	Fermanagh	0	4	4	2	2	7
Clare	20	19	19	27	29	27	Galway City	0	1	1	0	0	0
Co Dublin	691	557	549	539	465	448	Galway County	60	61	79	53	1	62
Cork City	0	0	0	1	1	1	Kerry	29	27	33	34	66	26
Cork County	57	73	75	64	65	84	Kildare	233	211	226	245	28	225
Derry	4	6	6	3	8	7	Kilkenny	25	33	34	30	209	42
Donegal	22	31	34	44	39	30	Laois	35	28	36	40	26	36
Down	15	11	15	18	14	12	Leitrim	10	7	8	13	26	7
Dublin 1	14	11	13	11	7	7	Limerick City	1	1	0	0	0	0
Dublin 2	13	8	5	7	8	5	Limerick County	23	32	42	28	14	33
Dublin 3	54	57	57	68	53	54	Longford	7	13	8	15	40	13
Dublin 4	56	68	52	59	77	64	Louth	71	82	79	82	18	57
Dublin 5	34	34	54	64	49	35	Mayo	33	42	55	50	70	45
Dublin 6	87	80	66	78	78	79	Meath	176	173	162	204	40	170
Dublin 6W	34	39	42	44	50	46	Monaghan	16	24	25	27	168	22
Dublin 7	42	27	44	32	33	41	Offaly	23	27	36	31	29	33
Dublin 8	30	48	31	31	33	24	Roscommon	16	21	20	25	23	27
Dublin 9	57	68	60	56	55	66	Sligo	20	20	22	23	20	23
Dublin 10	12	15	8	14	7	10	Tipperary	31	30	43	42	28	24
Dublin 11	36	12	33	40	31	35	Tyrone	3	2	5	4	33	5
Dublin 12	32	28	41	37	23	28	Waterford City	0	0	0	0	5	0
Dublin 13	50	62	68	59	72	69	Waterford County	34	24	31	24	33	41
Dublin 14	67	70	55	72	75	63	Westmeath	33	43	50	44	39	48
Dublin 15	119	131	131	140	129	107	Wexford	52	51	51	61	54	82
Dublin 16	51	58	49	65	54	61	Wicklow	147	138	140	133	134	155
Dublin 17	11	6	13	5	8	10	Grand total	2,946	2,887	2,987	3,078	2,835	2,825

## Appendix III –Retention and progression exit award by Gender 2023/24

Appendix Table 3: Retention and progression exit award by Gender 2023/24 (provided by AR on 26 February 2025).

Standing & Retention	Female	%	Male	%	Non-Binary	%	Prefer not to say	%	Grand Total	%
<b>1</b>	<b>2248</b>	<b>27.44%</b>	<b>1352</b>	<b>26.80%</b>	<b>3</b>	<b>21.43%</b>	<b>29</b>	<b>56.86%</b>	<b>3632</b>	<b>27.31%</b>
PROGRESSED SAME COURSE	2006	89.23%	1201	88.83%	1	33.33%	22	75.86%	3230	88.93%
REPEAT SAME COURSE	43	1.91%	37	2.74%	1	33.33%	1	3.45%	82	2.26%
TRANSFERRED OTHER COURSE	80	3.56%	32	2.37%	0	0.00%	5	17.24%	117	3.22%
NOT RETAINED	119	5.29%	82	6.07%	1	33.33%	1	3.45%	203	5.59%
<b>2</b>	<b>2006</b>	<b>24.49%</b>	<b>1186</b>	<b>23.51%</b>	<b>9</b>	<b>64.29%</b>	<b>1</b>	<b>1.96%</b>	<b>3202</b>	<b>24.07%</b>
PROGRESSED SAME COURSE	1957	97.56%	1127	95.03%	9	100.00%	1	100.00%	3094	96.63%
REPEAT SAME COURSE	16	0.80%	14	1.18%	0	0.00%	0	0.00%	30	0.94%
TRANSFERRED OTHER COURSE	5	0.25%	13	1.10%	0	0.00%	0	0.00%	18	0.56%
NOT RETAINED	28	1.40%	32	2.70%	0	0.00%	0	0.00%	60	1.87%
<b>3</b>	<b>1984</b>	<b>24.22%</b>	<b>1193</b>	<b>23.65%</b>	<b>0</b>	<b>0.00%</b>	<b>9</b>	<b>17.65%</b>	<b>3186</b>	<b>23.95%</b>
PROGRESSED SAME COURSE	1909	96.22%	1109	92.96%	0	0.00%	6	66.67%	3024	94.92%
REPEAT SAME COURSE	22	1.11%	34	2.85%	0	0.00%	2	22.22%	58	1.82%
TRANSFERRED OTHER COURSE	4	0.20%	2	0.17%	0	0.00%	0	0.00%	6	0.19%
COURSE COMPLETED	26	1.31%	21	1.76%	0	0.00%	1	11.11%	48	1.51%
COURSE COMPLETED - EXIT	1	0.05%	0	0.00%	0	0.00%	0	0.00%	1	0.03%
NOT RETAINED	22	1.11%	27	2.26%	0	0.00%	0	0.00%	49	1.54%
<b>4</b>	<b>1806</b>	<b>22.05%</b>	<b>1095</b>	<b>21.70%</b>	<b>2</b>	<b>14.29%</b>	<b>12</b>	<b>23.53%</b>	<b>2915</b>	<b>21.92%</b>
PROGRESSED SAME COURSE	234	12.96%	196	17.90%	0	0.00%	1	8.33%	431	14.79%
REPEAT SAME COURSE	10	0.55%	17	1.55%	0	0.00%	0	0.00%	27	0.93%
TRANSFERRED OTHER COURSE	3	0.17%	3	0.27%	0	0.00%	0	0.00%	6	0.21%
COURSE COMPLETED	1513	83.78%	778	71.05%	2	100.00%	11	91.67%	2304	79.04%
COURSE COMPLETED - EXIT	37	2.05%	93	8.49%	0	0.00%	0	0.00%	130	4.46%
NOT RETAINED	9	0.50%	8	0.73%	0	0.00%	0	0.00%	17	0.58%
<b>5</b>	<b>147</b>	<b>1.79%</b>	<b>219</b>	<b>4.34%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>366</b>	<b>2.75%</b>
REPEAT SAME COURSE	1	0.68%	0	0.00%	0	0.00%	0	0.00%	1	0.27%
COURSE COMPLETED	146	99.32%	217	99.09%	0	0.00%	0	0.00%	363	99.18%
NOT RETAINED	0	0.00%	2	0.91%	0	0.00%	0	0.00%	2	0.55%
<b>Grand Total</b>	<b>8191</b>	<b>100.00%</b>	<b>5045</b>	<b>100.00%</b>	<b>14</b>	<b>100.00%</b>	<b>51</b>	<b>100.00%</b>	<b>13301</b>	<b>100.00%</b>

## Appendix IV – Retention and progression exit award by Gender and Faculty 2023/24

Appendix Table 4: Retention and progression exit award by Gender and Faculty 2023/24.

Standing & Retention	AHS				AHS Total	STEM				STEM Total	HS			HS Total	MF				MF Total
	Female	Male	Non Binary	Prefer not to say		Female	Male	Non Binary	Prefer not to say		Female	Male	Prefer not to say		Female	Male	Non Binary	Prefer not to say	
<b>1</b>	<b>737</b>	<b>440</b>	<b>1</b>	<b>12</b>	<b>1190</b>	<b>477</b>	<b>536</b>	<b>1</b>	<b>13</b>	<b>1027</b>	<b>627</b>	<b>165</b>	<b>0</b>	<b>792</b>	<b>407</b>	<b>211</b>	<b>1</b>	<b>4</b>	<b>623</b>
PROGRESSED SAME COURSE	678	409	0	10	1097	413	462	1	8	884	562	142	0	704	353	188	0	4	545
REPEAT SAME COURSE	7	7	0	0	14	13	17	0	1	31	16	10	0	26	7	3	1	0	11
TRANSFERRED OTHER COURSE	18	7	0	1	26	22	18	0	4	44	18	3	0	21	22	4	0	0	26
NOT RETAINED	34	17	1	1	53	29	39	0	0	68	31	10	0	41	25	16	0	0	41
<b>2</b>	<b>661</b>	<b>384</b>	<b>3</b>	<b>1</b>	<b>1049</b>	<b>412</b>	<b>486</b>	<b>3</b>	<b>0</b>	<b>901</b>	<b>546</b>	<b>149</b>	<b>0</b>	<b>695</b>	<b>387</b>	<b>167</b>	<b>3</b>	<b>0</b>	<b>557</b>
PROGRESSED SAME COURSE	646	363	3	1	1013	401	460	3	0	864	535	145	0	680	375	159	3	0	537
REPEAT SAME COURSE	2	8	0	0	10	7	3	0	0	10	3	2	0	5	4	1	0	0	5
TRANSFERRED OTHER COURSE	3	2	0	0	5	0	8	0	0	8	2	0	0	2		3	0	0	3
NOT RETAINED	10	11	0	0	21	4	15	0	0	19	6	2	0	8	8	4	0	0	12
<b>3</b>	<b>677</b>	<b>382</b>		<b>2</b>	<b>1061</b>	<b>398</b>	<b>483</b>	<b>0</b>	<b>4</b>	<b>885</b>	<b>563</b>	<b>141</b>	<b>0</b>	<b>704</b>	<b>346</b>	<b>187</b>	<b>0</b>	<b>3</b>	<b>536</b>
PROGRESSED SAME COURSE	636	351	0	1	988	387	445	0	3	835	551	134	0	685	335	179	0	2	516
REPEAT SAME COURSE	6	8	0	0	14	4	18	0	1	23	4	4	0	8	8	4	0	1	13
TRANSFERRED OTHER COURSE	2	0	0	0	2	1	2	0	0	3	0	0	0	0	1	0	0	0	1
COURSE COMPLETED	22	19	0	1	42	0	0	0	0	0	4	2	0	6	0	0	0	0	0
COURSE COMPLETED - EXIT	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NOT RETAINED	10	4	0	0	14	6	18	0	0	24	4	1	0	5	2	4	0	0	6
<b>4</b>	<b>650</b>	<b>371</b>	<b>1</b>	<b>6</b>	<b>1028</b>	<b>380</b>	<b>453</b>	<b>0</b>	<b>4</b>	<b>837</b>	<b>553</b>	<b>124</b>	<b>1</b>	<b>678</b>	<b>223</b>	<b>147</b>	<b>1</b>	<b>1</b>	<b>372</b>
PROGRESSED SAME COURSE	2	0	0	0	2	62	123	0	1	186	169	71	0	240	1	2	0	0	3
REPEAT SAME COURSE	1	2	0	0	3	4	12	0	0	16	5	1	0	6	0	2	0	0	2
TRANSFERRED OTHER COURSE	2	1	0	0	3	1	0	0	0	1	0	0	0	0	0	2	0	0	2
COURSE COMPLETED	643	366	1	6	1016	270	220	0	3	493	379	52	1	432	221	140	1	1	363
COURSE COMPLETED - EXIT	0	0	0	0	0	37	93	0	0	130	0	0	0	0	0	0	0	0	0
NOT RETAINED	2	2	0	0	4	6	5	0	0	11	0	0	0	0	1	1	0	0	2
<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>146</b>	<b>0</b>	<b>0</b>	<b>186</b>	<b>107</b>	<b>73</b>	<b>0</b>	<b>180</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
REPEAT SAME COURSE	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
COURSE COMPLETED	0	0	0	0	0	40	145	0	0	185	106	72	0	178	0	0	0	0	0
NOT RETAINED	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0
<b>Grand Total</b>	<b>2725</b>	<b>1577</b>	<b>5</b>	<b>21</b>	<b>4328</b>	<b>1707</b>	<b>2104</b>	<b>4</b>	<b>21</b>	<b>3836</b>	<b>2396</b>	<b>652</b>	<b>1</b>	<b>3049</b>	<b>1363</b>	<b>712</b>	<b>5</b>	<b>8</b>	<b>2088</b>

Source: provided by AR on 5 March 2025

## Appendix V – Retention and progression exit award by Fee Status 2023/24

Appendix Table 5: Retention and progression exit award by Fee Status 2023/24.

<b>Standing &amp; Retention</b>	<b>EU</b>	<b>%</b>	<b>NEU</b>	<b>%</b>	<b>Grand Total</b>	<b>%</b>
<b>1</b>	3061	27.03%	571	28.90%	3632	27.31%
PROGRESSED SAME COURSE	2717	88.76%	513	89.84%	3230	88.93%
REPEAT SAME COURSE	67	2.19%	15	2.63%	82	2.26%
TRANSFERRED OTHER COURSE	103	3.36%	14	2.45%	117	3.22%
NOT RETAINED	174	5.68%	29	5.08%	203	5.59%
<b>2</b>	2686	23.72%	516	26.11%	3202	24.07%
PROGRESSED SAME COURSE	2599	96.76%	495	95.93%	3094	96.63%
REPEAT SAME COURSE	21	0.78%	9	1.74%	30	0.94%
TRANSFERRED OTHER COURSE	14	0.52%	4	0.78%	18	0.56%
NOT RETAINED	52	1.94%	8	1.55%	60	1.87%
<b>3</b>	2701	23.85%	485	24.54%	3186	23.95%
PROGRESSED SAME COURSE	2565	94.96%	459	94.64%	3024	94.92%
REPEAT SAME COURSE	47	1.74%	11	2.27%	58	1.82%
TRANSFERRED OTHER COURSE	6	0.22%	0	0.00%	6	0.19%
COURSE COMPLETED	41	1.52%	7	1.44%	48	1.51%
COURSE COMPLETED - EXIT	1	0.04%	0	0.00%	1	0.03%
NOT RETAINED	41	1.52%	8	1.65%	49	1.54%
<b>4</b>	2618	23.12%	297	15.03%	2915	21.92%
PROGRESSED SAME COURSE	332	12.68%	99	33.33%	431	14.79%
REPEAT SAME COURSE	25	0.95%	2	0.67%	27	0.93%
TRANSFERRED OTHER COURSE	5	0.19%	1	0.34%	6	0.21%
COURSE COMPLETED	2148	82.05%	156	52.53%	2304	79.04%
COURSE COMPLETED - EXIT	94	3.59%	36	12.12%	130	4.46%
NOT RETAINED	14	0.53%	3	1.01%	17	0.58%
<b>5</b>	259	2.29%	107	5.41%	366	2.75%
REPEAT SAME COURSE	0	0.00%	1	0.93%	1	0.27%
COURSE COMPLETED	257	99.23%	106	99.07%	363	99.18%
NOT RETAINED	2	0.77%	0	0.00%	2	0.55%
<b>Grand Total</b>	11325	100.00%	1976	100.00%	13301	100.00%

Source: provided by AR on 27 February 2025

## Appendix VI – Retention and progression exit award update by Fee Status and Faculty 2023/24

Appendix Table 6: Retention and progression exit award update by Fee Status and Faculty 2023/24 – Total

Standing & Retention	AHS		AHS Total	STEM		STEM Total	HS		HS Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
<b>1</b>	<b>965</b>	<b>225</b>	<b>1190</b>	<b>887</b>	<b>140</b>	<b>1027</b>	<b>691</b>	<b>101</b>	<b>792</b>	<b>518</b>	<b>105</b>	<b>623</b>	<b>3632</b>
PROGRESSED SAME COURSE	890	207	1097	763	121	884	609	95	704	455	90	545	3230
REPEAT SAME COURSE	10	4	14	25	6	31	21	5	26	11	0	11	82
TRANSFERRED OTHER COURSE	22	4	26	39	5	44	21	0	21	21	5	26	117
NOT RETAINED	43	10	53	60	8	68	40	1	41	31	10	41	203
<b>2</b>	<b>868</b>	<b>181</b>	<b>1049</b>	<b>770</b>	<b>131</b>	<b>901</b>	<b>585</b>	<b>110</b>	<b>695</b>	<b>463</b>	<b>94</b>	<b>557</b>	<b>3202</b>
PROGRESSED SAME COURSE	839	174	1013	737	127	864	574	106	680	449	88	537	3094
REPEAT SAME COURSE	7	3	10	9	1	10	2	3	5	3	2	5	30
TRANSFERRED OTHER COURSE	3	2	5	8	0	8	2	0	2	1	2	3	18
NOT RETAINED	19	2	21	16	3	19	7	1	8	10	2	12	60
<b>3</b>	<b>871</b>	<b>190</b>	<b>1061</b>	<b>770</b>	<b>115</b>	<b>885</b>	<b>594</b>	<b>110</b>	<b>704</b>	<b>466</b>	<b>70</b>	<b>536</b>	<b>3186</b>
PROGRESSED SAME COURSE	814	174	988	726	109	835	578	107	685	447	69	516	3024
REPEAT SAME COURSE	10	4	14	19	4	23	6	2	8	12	1	13	58
TRANSFERRED OTHER COURSE	2	0	2	3	0	3	0	0	0	1	0	1	6
COURSE COMPLETED	35	7	42	0	0	0	6	0	6	0	0	0	48
COURSE COMPLETED - EXIT	1	0	1	0	0	0	0	0	0	0	0	0	1
NOT RETAINED	9	5	14	22	2	24	4	1	5	6	0	6	49
<b>4</b>	<b>935</b>	<b>93</b>	<b>1028</b>	<b>747</b>	<b>90</b>	<b>837</b>	<b>593</b>	<b>85</b>	<b>678</b>	<b>343</b>	<b>29</b>	<b>372</b>	<b>2915</b>
PROGRESSED SAME COURSE	2	0	2	167	19	186	161	79	240	2	1	3	431
REPEAT SAME COURSE	3	0	3	15	1	16	5	1	6	2	0	2	27
TRANSFERRED OTHER COURSE	3	0	3	1	0	1	0	0	0	1	1	2	6
COURSE COMPLETED	924	92	1016	461	32	493	427	5	432	336	27	363	2304
COURSE COMPLETED - EXIT	0	0	0	94	36	130	0	0	0	0	0	0	130
NOT RETAINED	3	1	4	9	2	11	0	0	0	2	0	2	17
<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>164</b>	<b>22</b>	<b>186</b>	<b>95</b>	<b>85</b>	<b>180</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>366</b>
REPEAT SAME COURSE	0	0	0	0	0	0	0	1	1	0	0	0	1
COURSE COMPLETED	0	0	0	163	22	185	94	84	178	0	0	0	363
NOT RETAINED	0	0	0	1	0	1	1	0	1	0	0	0	2
<b>Grand Total</b>	<b>3639</b>	<b>689</b>	<b>4328</b>	<b>3338</b>	<b>498</b>	<b>3836</b>	<b>2558</b>	<b>491</b>	<b>3049</b>	<b>1790</b>	<b>298</b>	<b>2088</b>	<b>13301</b>

Source: Provided by AR on 27 February 2025

Appendix Table 7: Retention and progression exit award update by Fee Status and Faculty 2023/24 – Percentage.

Standing & Retention	AHS		AHS Total	STEM		STEM Total	HS		HS Total	MF		MF Total	Grand Total
	EU	NEU		EU	NEU		EU	NEU		EU	NEU		
<b>1</b>	<b>26.52%</b>	<b>32.66%</b>	<b>27.50%</b>	<b>26.57%</b>	<b>28.11%</b>	<b>26.77%</b>	<b>27.01%</b>	<b>20.57%</b>	<b>25.98%</b>	<b>28.94%</b>	<b>35.23%</b>	<b>29.84%</b>	<b>27.31%</b>
PROGRESSED SAME COURSE	92.23%	92.00%	92.18%	86.02%	86.43%	86.08%	88.13%	94.06%	88.89%	87.84%	85.71%	87.48%	88.93%
REPEAT SAME COURSE	1.04%	1.78%	1.18%	2.82%	4.29%	3.02%	3.04%	4.95%	3.28%	2.12%	0.00%	1.77%	2.26%
TRANSFERRED OTHER COURSE	2.28%	1.78%	2.18%	4.40%	3.57%	4.28%	3.04%	0.00%	2.65%	4.05%	4.76%	4.17%	3.22%
NOT RETAINED	4.46%	4.44%	4.45%	6.76%	5.71%	6.62%	5.79%	0.99%	5.18%	5.98%	9.52%	6.58%	5.59%
<b>2</b>	<b>23.85%</b>	<b>26.27%</b>	<b>24.24%</b>	<b>23.07%</b>	<b>26.31%</b>	<b>23.49%</b>	<b>22.87%</b>	<b>22.40%</b>	<b>22.79%</b>	<b>25.87%</b>	<b>31.54%</b>	<b>26.68%</b>	<b>24.07%</b>
PROGRESSED SAME COURSE	96.66%	96.13%	96.57%	95.71%	96.95%	95.89%	98.12%	96.36%	97.84%	96.98%	93.62%	96.41%	96.63%
REPEAT SAME COURSE	0.81%	1.66%	0.95%	1.17%	0.76%	1.11%	0.34%	2.73%	0.72%	0.65%	2.13%	0.90%	0.94%
TRANSFERRED OTHER COURSE	0.35%	1.10%	0.48%	1.04%	0.00%	0.89%	0.34%	0.00%	0.29%	0.22%	2.13%	0.54%	0.56%
NOT RETAINED	2.19%	1.10%	2.00%	2.08%	2.29%	2.11%	1.20%	0.91%	1.15%	2.16%	2.13%	2.15%	1.87%
<b>3</b>	<b>23.94%</b>	<b>27.58%</b>	<b>24.51%</b>	<b>23.07%</b>	<b>23.09%</b>	<b>23.07%</b>	<b>23.22%</b>	<b>22.40%</b>	<b>23.09%</b>	<b>26.03%</b>	<b>23.49%</b>	<b>25.67%</b>	<b>23.95%</b>
PROGRESSED SAME COURSE	93.46%	91.58%	93.12%	94.29%	94.78%	94.35%	97.31%	97.27%	97.30%	95.92%	98.57%	96.27%	94.92%
REPEAT SAME COURSE	1.15%	2.11%	1.32%	2.47%	3.48%	2.60%	1.01%	1.82%	1.14%	2.58%	1.43%	2.43%	1.82%
TRANSFERRED OTHER COURSE	0.23%	0.00%	0.19%	0.39%	0.00%	0.34%	0.00%	0.00%	0.00%	0.21%	0.00%	0.19%	0.19%
COURSE COMPLETED	4.02%	3.68%	3.96%	0.00%	0.00%	0.00%	1.01%	0.00%	0.85%	0.00%	0.00%	0.00%	1.51%
COURSE COMPLETED - EXIT	0.11%	0.00%	0.09%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%
NOT RETAINED	1.03%	2.63%	1.32%	2.86%	1.74%	2.71%	0.67%	0.91%	0.71%	1.29%	0.00%	1.12%	1.54%
<b>4</b>	<b>25.69%</b>	<b>13.50%</b>	<b>23.75%</b>	<b>22.38%</b>	<b>18.07%</b>	<b>21.82%</b>	<b>23.18%</b>	<b>17.31%</b>	<b>22.24%</b>	<b>19.16%</b>	<b>9.73%</b>	<b>17.82%</b>	<b>21.92%</b>
PROGRESSED SAME COURSE	0.21%	0.00%	0.19%	22.36%	21.11%	22.22%	27.15%	92.94%	35.40%	0.58%	3.45%	0.81%	14.79%
REPEAT SAME COURSE	0.32%	0.00%	0.29%	2.01%	1.11%	1.91%	0.84%	1.18%	0.88%	0.58%	0.00%	0.54%	0.93%
TRANSFERRED OTHER COURSE	0.32%	0.00%	0.29%	0.13%	0.00%	0.12%	0.00%	0.00%	0.00%	0.29%	3.45%	0.54%	0.21%
COURSE COMPLETED	98.82%	98.92%	98.83%	61.71%	35.56%	58.90%	72.01%	5.88%	63.72%	97.96%	93.10%	97.58%	79.04%
COURSE COMPLETED - EXIT	0.00%	0.00%	0.00%	12.58%	40.00%	15.53%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.46%
NOT RETAINED	0.32%	1.08%	0.39%	1.20%	2.22%	1.31%	0.00%	0.00%	0.00%	0.58%	0.00%	0.54%	0.58%
<b>5</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>4.91%</b>	<b>4.42%</b>	<b>4.85%</b>	<b>3.71%</b>	<b>17.31%</b>	<b>5.90%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>2.75%</b>
REPEAT SAME COURSE	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.56%	0.00%	0.00%	0.00%	0.27%
COURSE COMPLETED	0.00%	0.00%	0.00%	99.39%	100.00%	99.46%	98.95%	98.82%	98.89%	0.00%	0.00%	0.00%	99.18%
NOT RETAINED	0.00%	0.00%	0.00%	0.61%	0.00%	0.54%	1.05%	0.00%	0.56%	0.00%	0.00%	0.00%	0.55%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

## Appendix VII - Assessment progress of UG registered student profile across years 1-5 by access route

Appendix Table 8: Assessment progress of UG registered student profile across years 1-5 by access route.

	2018/19					2018/19 Total	2019/20					2019/20 Total	2020/21					2020/21 Total	2021/22					2021/22 Total	2022/23					2022/23 Total	2023/24					2023/24 Total
	Pass	Fail	Not Repeat	Repeat	No Result		Pass	Fail	Not Repeat	Repeat	No Result		Pass	Fail	Not Repeat	Repeat	No Result		Pass	Fail	Not Repeat	Repeat	No Result		Pass	Fail	Not Repeat	Repeat	No Result		Pass	Fail	Not Repeat	Repeat	No Result	
<b>Undergraduates – by Access Routes</b>																																				
<b>Foundation (Young Adults, Mature &amp; Arts, Sci Applied Prac)</b>	62	1		1		64	58	3			61	59			4	101	80	9	2		9	120	83	0	2	8	113	84	8	3	1	0	0	0	123	
<b>Widening Participation Access Routes</b>																																				
DARE (Merit offer)	236	3		19		258	256	2	1	8	1	268	299	1	1	11	312	286	4		10	300	331	2	2	15	2	352	331	4	0	9	0	344		
DARE (Reduced points offer)	532	11	1	65	1	610	608	5	8	21	2	644	649	4	1	46	1	701	651	8	1	53	4	717	696	7	1	73	2	779	780	15	1	74	3	873
HEAR (Merit offer)	180	2		13		195	166	1	1	1		169	186			2	1	189	163	3		5	171	139	1	1	4	145	135	3	0	4	0	142		
HEAR (Reduced points offer)	436	4		41		481	453	5	5	11	4	478	457	9		27	493	462	9		33	5	509	460	5		43	2	510	435	12	0	38	0	485	
ex-Foundation into full degree (Mature)	83	1		6	1	91	78	2		4	3	87	71	3		6	1	81	59	5	1	9	1	75	62	0		2	1	65	57	1	0	12	0	70
ex-Foundation into full	122	8		17		147	117	3	2	5	2	129	124	2		13	139	103	1		21	2	127	82	6		16	104	83	4	0	13	0	100		



Appendix Table 9: Assessment progress of UG registered student profile across years 1-5 by access route for 2023/24.

Standing	1					1 Total	2					2 Total						3 Total					4 Total			5 Total	2023/24 Total	
Assessment Progress	Pass	Fail	Not Progressed	Repeat Year	No Result		Pass	Fail	Not Progressed	Repeat Year	No Result		Pass	Fail	Not Progressed	Repeat Year	No Result		Pass	Fail	Not Progressed	Repeat Year	No Result		Pass	Repeat Year		
Foundation (Young Adults, Mature& Arts, Sci Applied Prac)	72	8	31			111	12					12																123
Undergraduates – by Access Routes																												
Widening Participation Access Routes																												
DARE (Merit Offer)	78	3		3		84	95	1		3		99	71			2		73	76			1		77	11	11	344	
DARE (Reduced Points offer)	251	9		37		297	203	3		9		215	157	1	1	21	2	182	150	2		7	1	160	19	19	873	
HEAR (Merit Offer)	25	1		1		27	27					27	27	2		1		30	52			2		54	4	4	142	
HEAR (Reduced Points offer)	77	6		14		97	108	4		11		123	135	2		9		146	105			4		109	10	10	485	
Ex Foundation into full degree (Mature)	12	1		7		20	14			1		15	15			3		18	16			1		17			70	
Ex Foundation into full degree (Young Adult)	18	3		6		27	14	1		4		19	26			2		28	20			1		21	5	5	100	
FETAC/QQI	59			2		61	49	1		6		56	43	1		2		46	37			2		39			202	
Mature	140	5	1	15	2	163	123	4		7		134	131			8		139	88	1	1	15		105	14	14	555	
Widening Participation Access Routes Total	660	28	1	85	2	776	633	14		41		688	605	6	1	48		662	544	3	1	33	1	582	63	63	2,771	
Other Alternative Access Routes																												
Northern Ireland Feasibility Study	25			1		26	18					18	20			2	1	23	16			1		17	1	1	85	
Trinity Admissions Feasibility Study	17					17	13	1		1		15	21	1				22	19					19			73	
Other Alternative Access Routes Total	42			1		43	31	1		1		33	41	1		2	1	45	35			1		36	1	1	158	
Standard Entry	2,753	73	1	130	2	2,959	2,490	22	1	77	1	2,591	2,438	18	2	101	4	2,563	2,270	4	3	53	8	2,338	387	5	392	10,843
Undergraduates – by Access Routes Total	3,455	101	2	216	4	3,778	3,154	37	1	119	1	3,312	3,048	25	3	151	7	3,270	2,849	7	5	86	9	2,956	451	5	456	13,772
Grand Total	3,527	109	33	216	4	3,889	3,166	37	1	119	1	3,324	3,048	25	3	151	7	3,270	2,849	7	5	86	9	2,956	451	5	456	13,895

Appendix Table 10: Assessment progress of UG registered student profile across years 1-5 by access route for 2023/24

Shown as % of Parent Column Total

Standing	1					1 Total					2					2 Total					3 Total					4 Total					5 Total					2023/24 Total
Assessment Progress	Pass	Fail	Not Progressed	Repeat Year	No Result	Pass	Fail	Not Progressed	Repeat Year	No Result	Pass	Fail	Not Progressed	Repeat Year	No Result	Pass	Fail	Not Progressed	Repeat Year	No Result	Pass	Fail	Not Progressed	Repeat Year	No Result	Pass	Repeat Year									
Foundation (Young Adults, Mature& Arts, Sci Applied Prac)	65%	7%	28%	0%	0%	90%	100%	0%	0%	0%	10%					0%										0%		0%	100%							
Undergraduates – by Access Routes																																				
Widening Participation Access Routes																																				
DARE (Merit Offer)	93%	4%	0%	4%	0%	24%	96%	1%	0%	3%	0%	29%	97%	0%	0%	3%	0%	21%	99%	0%	0%	1%	0%	0%	22%	100%	0%	3%	100%							
DARE (Reduced Points offer)	85%	3%	0%	12%	0%	34%	94%	1%	0%	4%	0%	25%	86%	1%	1%	12%	1%	21%	94%	1%	0%	4%	1%	18%	100%	0%	2%	100%								
HEAR (Merit Offer)	93%	4%	0%	4%	0%	19%	100%	0%	0%	0%	0%	19%	90%	7%	0%	3%	0%	21%	96%	0%	0%	4%	0%	38%	100%	0%	3%	100%								
HEAR (Reduced Points offer)	79%	6%	0%	14%	0%	20%	88%	3%	0%	9%	0%	25%	92%	1%	0%	6%	0%	30%	96%	0%	0%	4%	0%	22%	100%	0%	2%	100%								
Ex Foundation into full degree (Mature)	60%	5%	0%	35%	0%	29%	93%	0%	0%	7%	0%	21%	83%	0%	0%	17%	0%	26%	94%	0%	0%	6%	0%	24%	0%	0%	0%	100%								
Ex Foundation into full degree (Young Adult)	67%	11%	0%	22%	0%	27%	74%	5%	0%	21%	0%	19%	93%	0%	0%	7%	0%	28%	95%	0%	0%	5%	0%	21%	100%	0%	5%	100%								
FETAC/QQI	97%	0%	0%	3%	0%	30%	88%	2%	0%	11%	0%	28%	93%	2%	0%	4%	0%	23%	95%	0%	0%	5%	0%	19%	0%	0%	0%	100%								
Mature	86%	3%	1%	9%	1%	29%	92%	3%	0%	5%	0%	24%	94%	0%	0%	6%	0%	25%	84%	1%	1%	14%	0%	19%	100%	0%	3%	100%								
Widening Participation Access Routes Total	85%	4%	0%	11%	0%	28%	92%	2%	0%	6%	0%	25%	91%	1%	0%	7%	0%	24%	93%	1%	0%	6%	0%	21%	100%	0%	2%	100%								
Other Alternative Access Routes																																				
Northern Ireland Feasibility Study	96%	0%	0%	4%	0%	31%	100%	0%	0%	0%	0%	21%	87%	0%	0%	9%	4%	27%	94%	0%	6%	0%	0%	20%	100%	0%	1%	100%								
Trinity Admissions Feasibility Study	100%	0%	0%	0%	0%	23%	87%	7%	0%	7%	0%	21%	95%	5%	0%	0%	0%	30%	100%	0%	0%	0%	0%	26%	0%	0%	0%	100%								
Other Alternative Access Routes Total	98%	0%	0%	2%	0%	27%	94%	3%	0%	3%	0%	21%	91%	2%	0%	4%	2%	28%	97%	0%	3%	0%	0%	23%	100%	0%	1%	100%								
Standard Entry	93%	2%	0%	4%	0%	27%	96%	1%	0%	3%	0%	24%	95%	1%	0%	4%	0%	24%	97%	0%	0%	2%	0%	22%	99%	1%	4%	100%								
Undergraduates – by Access Routes Total	91%	3%	0%	6%	0%	27%	95%	1%	0%	4%	0%	24%	94%	1%	0%	5%	0%	24%	96%	0%	0%	3%	0%	21%	99%	1%	3%	100%								
Grand Total	91%	3%	1%	6%	0%	28%	95%	1%	0%	4%	0%	24%	94%	1%	0%	5%	0%	24%	96%	0%	0%	3%	0%	21%	99%	1%	3%	100%								

## Appendix VIII: Examination Infringement and Plagiarism

Appendix Table 11 Examination Infringement and Plagiarism.

<b>2023-2024</b>	<b>REPORTED INCIDENTS</b>	<b>PANELS HELD</b>	<b>INVESTIGATIONS CONDUCTED</b>	<b>SANCTIONS IMPOSED</b>
Examination Infringement	55	55	55	55
Plagiarism	160	161	161	160
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	1	1	1	1
Research Misconduct	0	0	0	0
<b>TOTAL</b>	<b>216</b>	<b>217</b>	<b>217</b>	<b>216</b>
<b>2022-2023</b>	<b>REPORTED INCIDENTS</b>	<b>PANELS HELD</b>	<b>INVESTIGATIONS CONDUCTED</b>	<b>SANCTIONS IMPOSED</b>
Examination Infringement	125	121	121	125
Plagiarism	0	0	0	0
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
<b>TOTAL</b>	<b>125</b>	<b>121</b>	<b>121</b>	<b>125</b>
<b>2021-2022</b>	<b>REPORTED INCIDENTS</b>	<b>PANELS HELD</b>	<b>INVESTIGATIONS CONDUCTED</b>	<b>SANCTIONS IMPOSED</b>
Examination Infringement	40	21	21	40
Plagiarism	81	106	106	81
Contract Cheating	1	1	1	1
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
<b>TOTAL</b>	<b>122</b>	<b>128</b>	<b>128</b>	<b>122</b>
<b>2020-2021</b>	<b>REPORTED INCIDENTS</b>	<b>PANELS HELD</b>	<b>INVESTIGATIONS CONDUCTED</b>	<b>SANCTIONS IMPOSED</b>
Examination Infringement	13*	11	11	11
Plagiarism	136	137	136	135
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
<b>TOTAL</b>	<b>136</b>	<b>148</b>	<b>147</b>	<b>146</b>
Examination Infringement: Possession of book(s), notes, or electronic storage and retrieval devices; possession of writing on his/her person upon entering the examination hall; use or attempted use of books, memorandum, notes or paper; aiding or attempting to aid another candidate; obtaining or attempting to obtain aid from another candidate; communication, or attempted communication, in any way, with another candidate; removal of answer books from the examination hall whether used or unused (1).				

**Plagiarism:** the practice of taking another person's work or ideas and passing them off as one's own (2)... the inclusion of another person's writings or ideas in any formally presented work (including essays, theses, projects, laboratory reports, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement, either wholly or in part, of the original author or source of the material through appropriate citation. Plagiarism occurs where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the author's (3).

**Contract Cheating:** Usage of an essay mill; submission of an assessment that is not the original work of the student; when a person uses a third party service(s) to help them produce academic work where such input is not permitted and whether or not payment or favour is involved (4)

**Infringements on Work Based Placement:**

**Research Misconduct:** Unacceptable or improper behaviour in any part of research. (4)

(1) Institute of Technology, Carlow. (2016). Student Handbook, *14.3 Examination and Assessment Regulations, Section 4, p.97* <https://www.itcarlow.ie/public/userfiles/files/student-handbook-2019-v1.pdf> (2) Oxford English Dictionary: plagiarism - definition of plagiarism in English from the .., <http://www.oxforddictionaries.com/definition/english/plagiarism>. (3) Plagiarism Policy - University College Dublin, [http://www.ucd.ie/registry/academicsecretariat/docs/plagiarism\\_po.pdf](http://www.ucd.ie/registry/academicsecretariat/docs/plagiarism_po.pdf).(4) ENAI (2016). European Network for Academic Integrity *Glossary* <https://www.academicintegrity.eu/wp/glossary>

Source: provided by the Office of the Junior Dean on 14 March 2025