University of Dublin

Trinity College

Senior Lecturer's Annual Report 1999/2000, together with 2000 Admissions Data

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Senior Lecturer
December 2000

TABLE OF CONTENTS

LIST OF FIGURES AND TABLES
CONTAINED IN THE MAIN REPORT

FIGURES

TABLES

APPENDICES

I. INTRODUCTION

The Senior Lecturer has responsibility under the College's *Statutes* to oversee studies and examinations. The office of Senior Lecturer also has responsibility for schools liaison, open days, information concerning courses of study, and quality improvement. The various College processes concerned with applications, admissions, courses of study, examinations and commencements are administered by the offices within the Senior Lecturer's Area.

This Report sets out basic data describing important aspects of, and trends in, the academic work of the College. These data may be used in the formulation and implementation of academic policy as well as in the process of review and evaluation. This is the fifth such report and is organised in terms of the 'cradle to grave' cycle of contact that the Senior Lecturer's Area has with students. In considering last year's Annual Report, Council noted the somewhat anomalous structure of the Report in its treatment of admissions data – which included information on admissions for 1998 subsequent to Council's consideration of 1999 undergraduate admissions data. Consequently, it was agreed that the 1999/00 report should include admissions data for two years (1999 and 2000).

II. APPLICATIONS & ADMISSIONS

Schools liaison

The first formal point of contact with College for many students and their parents is the College Open Day which took place on December 15th, 1999. Approximately 6,500 students and teachers from 265 schools attended. An information evening for parents and students was held on January 20th, 2000 and was attended by about 400 people. Other liaison activities included 6 meetings with the regional branches of the Institute of Guidance Counsellors, representation at 32 careers exhibitions, and approximately 50 school visits.

Student applications and admissions

In 2000, Trinity continued to attract a significant proportion (12.4%) of first preference applications in the CAO system (14% in 1999, 15% in 1998). In general, course quotas were more than met and two new undergraduate degree courses were successfully launched. There was a ratio of at least 1.6:1 (2.1:1 in 1999) of first preference applications to course quotas in all faculties, with Health Sciences continuing to be the highest at 5.5:1 (7.6:1 in 1999); the overall College ratio was 3.0:1 (3.6:1 in 1999) (see Tables A5 and A6 on pages 29-31 in Appendix A).

Figure 1: Ratio of first preference applications to quota 2000, 1999, 1998
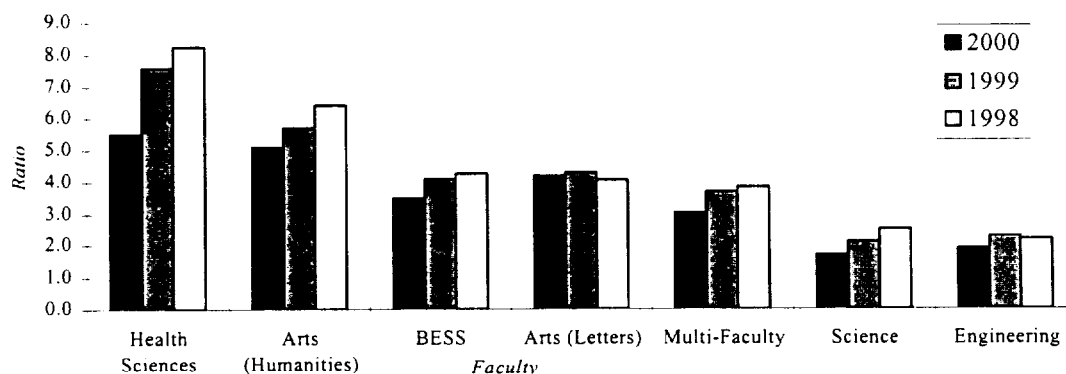
Multi-Faculty = TSM; History & Political Science; Law & French; Law & German; European Studies; Computer Science, Linguistics & a Language; Business Studies and a Language, Philosophy & Political Science.

Figure 2: First preferences applications and numbers registered 2000, 1999, 1998

■ Number of registered students (excluding repeat year students) □ Number of 1st preferences

Faculty by Year
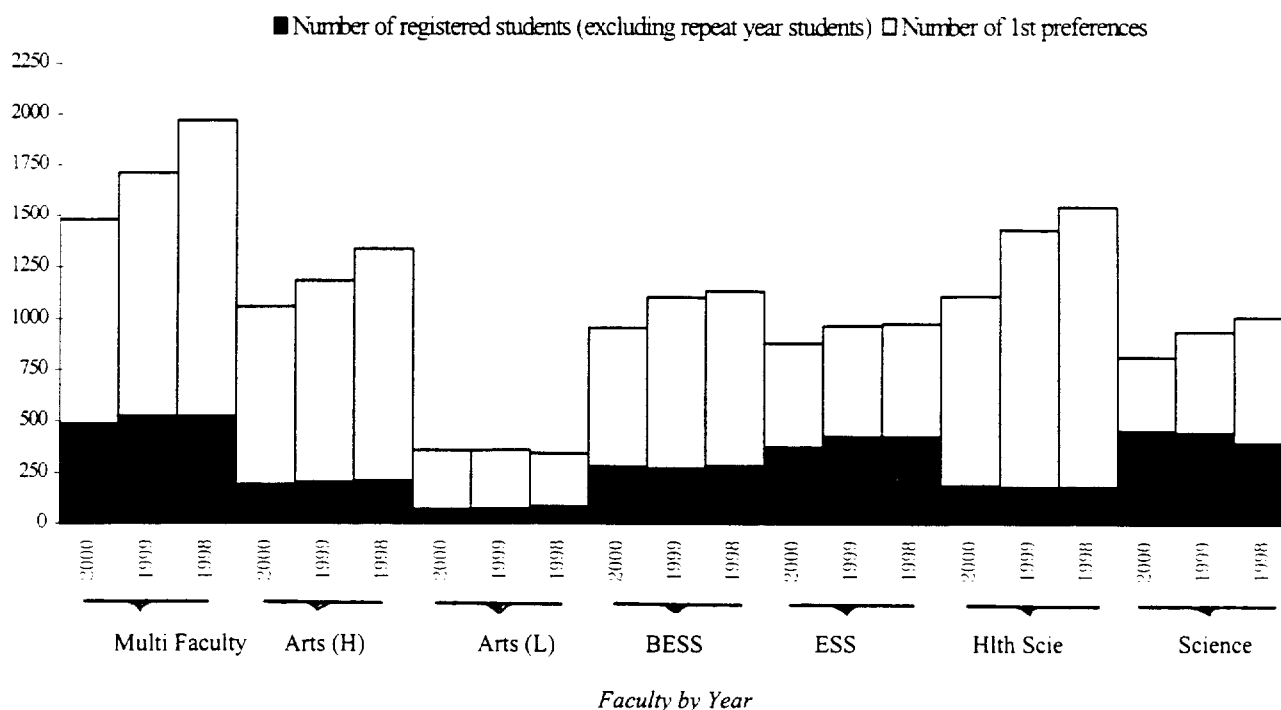
Out of a total of 64 courses (CAO and direct entry) (61 in 1999), 14 courses in particular (8 in 1999) did not reach their quota (see Tables A2(a) and A2(b) on pages 24-25 in Appendix A).

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

Entrance exhibitions

2000

Of a total of 53,757 CAO applicants for degree courses, 1,326 (2.5%) achieved 545 points or more (Leaving Certificate 6A2s = 540; A Level: AAB = 540). A total of 426 (32.1%) of these students accepted places at Trinity, comprising 20.8% of the Junior Freshman class for 2000/01, and all were awarded Entrance Exhibitions. A reception for all Entrance Exhibitioners, parents and school principals was held over two evenings in November 2000 and will be attended by approximately 1,500 guests, Heads of Department, tutors and College Officers.

1999

Of a total of 55,068 CAO applicants for degree courses, 1291 (2.3%) achieved 545 points or more (Leaving Certificate 6A2s = 540; A Level: AAB = 540). A total of 463 (35.9%) of these students accepted places at Trinity, comprising 21.7% of the Junior Freshman class for 1999/2000, and all were awarded Entrance Exhibitions. A reception for all Entrance Exhibitioners, parents and school principals was held over two evenings in December 1999 and was attended by approximately 1,500 guests, Heads of Department, tutors and College Officers.

Figure 3: Entrance Exhibition awards 2000, 1999, 1998
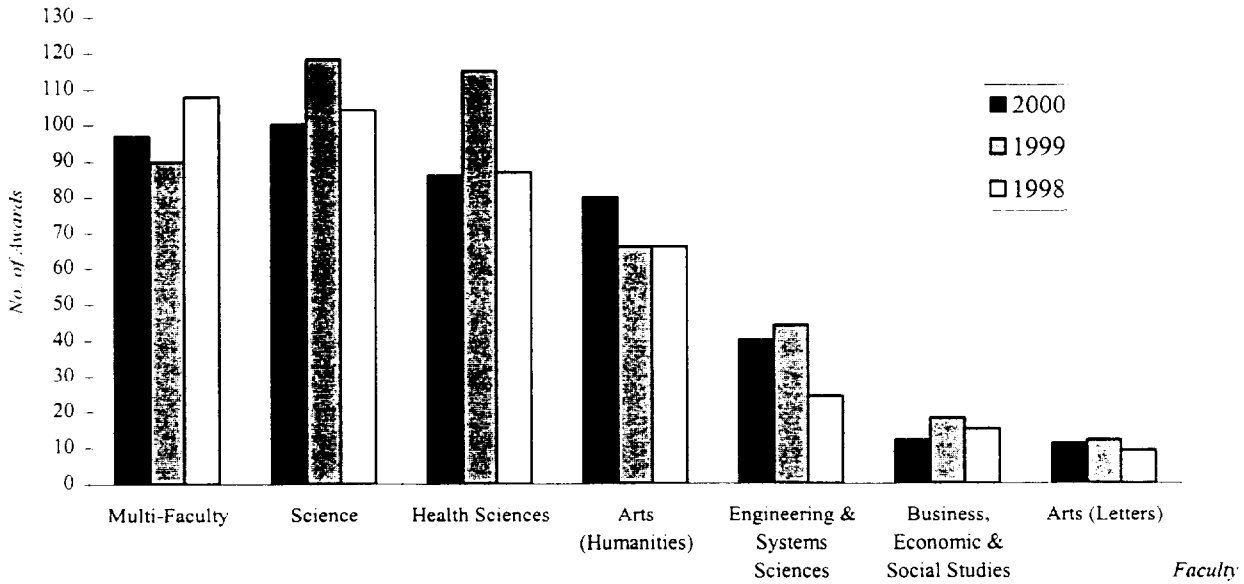
In April 1999, Board approved amendments to the regulations governing the award of Entrance Exhibitions to extend these to Junior Freshman new entrants outside the 32 counties of Ireland. Entrance Exhibitions are now awarded to new entrants on the basis of performance in a range of public examinations (eg, Leaving Certificate, 'A' Level, European Baccalaureate, International Baccalaureate).

Matriculation examination

A Matriculation examination is held in Trinity College every year, usually in April/May, in a limited range of subjects. The subjects for the examination are Biblical Studies, Geology and Russian. Points attributed in the Matriculation examination are equivalent to points attributed to the Higher Leaving Certificate examination papers, and students may combine points achieved in the matriculation examination with the Leaving Certificate to satisfy admission requirements. In 2000, a total of 27 students (21 students in 1999) took matriculation examinations at Trinity College, as detailed in Table 1 below.

Table 1 - TCD Matriculation examination, 2000 - 1996

	2000	1999	1998	1997	1996
Biblical Studies	-	-	-	-	-
Geology	20	20	25	16	43
Russian	7	1	4	3	-
Total	**27**	**21**	**29**	**19**	**43**

Mature Entrants

Following the successful submission to the HEA under the Targeted Initiatives Scheme, part-funding was received for the appointment of a Mature Students Officer. In July 2000, the officer was appointed with a brief to encourage the participation and achievement of mature students in College. The objectives of this post include assisting prospective mature students in evaluating the demands of third level education; providing advice and support to registered mature students; and co-ordinating the collection of comprehensive data on the recruitment and performance of mature students and to analyse these data as a basis for policy formulation and implementation.

In 2000, there were 560 mature applicants, of whom 120 were offered places and 99 registered. The corresponding figures from 1996 were 1026, 162, and 121 respectively. There has been a steady downward trend in mature applicants since 1996. Anecdotal evidence suggests that this decline, experienced by other Dublin universities, is strongly related to the booming economy.

Further details of new entrant mature students registered by Faculty are available on Table A1(b) on page 23.

New entrants survey

A survey of new entrants conducted in October 2000 sought to establish their motivation for coming to TCD. Figure 4 below illustrates the significant findings of this survey on a College wide basis. College's reputation for quality in teaching and its international reputation are the main reasons for people choosing to come to Trinity. It is obviously very important, therefore, to do everything possible to develop and consolidate these strengths.

Figure 4: Survey of undergraduate new entrants, 2000
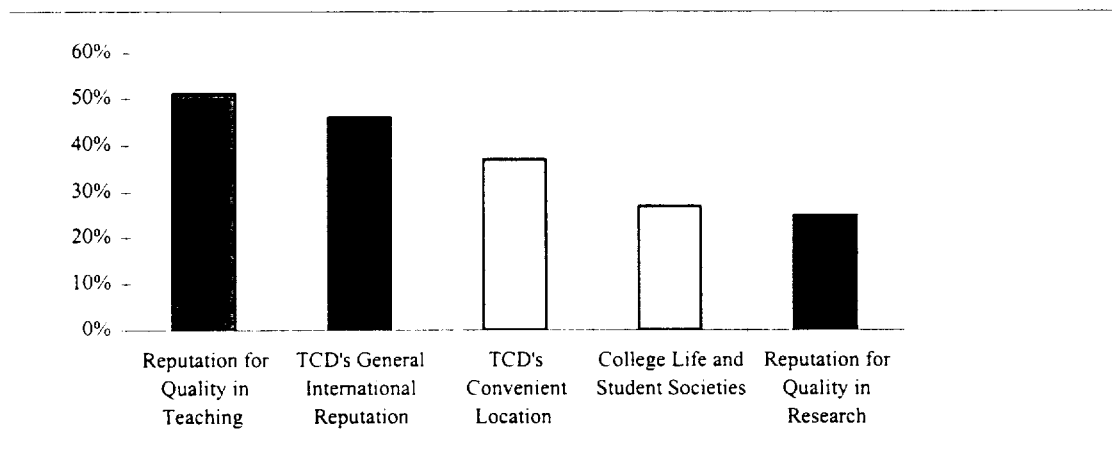
The percentage indicates the number of respondents who indicated on a scale 1-5 that the above factors were very important in students' choosing Trinity College (very important = 5 on a scale of 1-5).

In 2000, 54% of those surveyed said that they consulted Trinity's World Wide Web pages. This represents an increase of 18% on 1999 (36%) and underlies the value of maintaining an attractive and professional web presence. More detailed data are provided in Table A9 on page 34 in Appendix A.

III.   TRINITY ACCESS PROGRAMME

The Trinity Access Programme (TAP) is the overall title given to a range of initiatives being taken in College to counteract educational disadvantage. These initiatives are co-ordinated by the Centre for Educational Access and Community Development. The Centre was established in October 1998 as part of an overall strategy to increase awareness of the value of education and to increase the confidence and capacity of communities where there has been no tradition of third level education. The Director of the Centre is Professor P J Drudy.

There are currently three initiatives

1. The *Second Level Project* was set up in 1993 as a pilot project linking Trinity College with second-level schools which had little or no tradition of progression to third level. The project aims to increase the number of students who complete their second level students and who proceed into third level education.

2. The *Foundation Course for Higher Education – Mature Students*. This is a one-year foundation course established in 1997 to counteract educational disadvantage among mature students from economically and/or socially disadvantaged circumstances.

Number of Students	2000/01	1999/00	1998/99
Registered students:	24	23	23
Students who completed course:		18	22
Students who did not complete the course:		4	1
Students who deferred examination:		1	-
Students who sat examinations:		18	22
Students who deferred application to 3rd level:		4	1
Students offered 3rd level place in TCD:		13	17
Students offered 3rd level place in other institution:		1	4

Students successfully completing the course are awarded a Certificate in Foundation Studies for Higher Education.

3. *The Foundation Course for Higher Education - Young Adults* is a one-year foundation course which was launched in October 1999. The course caters for young adults (18-21 years old) who have academic potential but who require an additional year of education to prepare for third-level. In 1999/00, 18 students registered and successfully completed the course. Of these 15 where offered places in third level institutions (13 students were offered a place in Trinity College). Twenty-six students have registered for the course in 2000/01.

Reserved Places
In April 1999, Council and Board approved the introduction of up to seventy reserved places across the range of undergraduate degree courses in the College to students from TAP schools. Applications must meet minimum College entry requirements as well as any special course requirements.

IV. STUDENT BODY

In total, there were 14,750 registered students in 1999/00 (13,756 in 1998/99). Of these, 7 % (6.7% in 1998/99) were non-Irish EU students, 2.7 % (2.6% in 1998/99) were North American, and 2.3 % (2.2% in 1998/99) were from other parts of the world.

See Tables B1 and B2 on page 35 in Appendix B for further detail.

Figure 5: Geographical distribution of student body, 1999/00

- ☐ Republic of Ireland (84%)
- ■ Northern Ireland (4%)
- ☐ European(EU) (7%)
- ☐ North American (3%)
- ■ Other (2%)
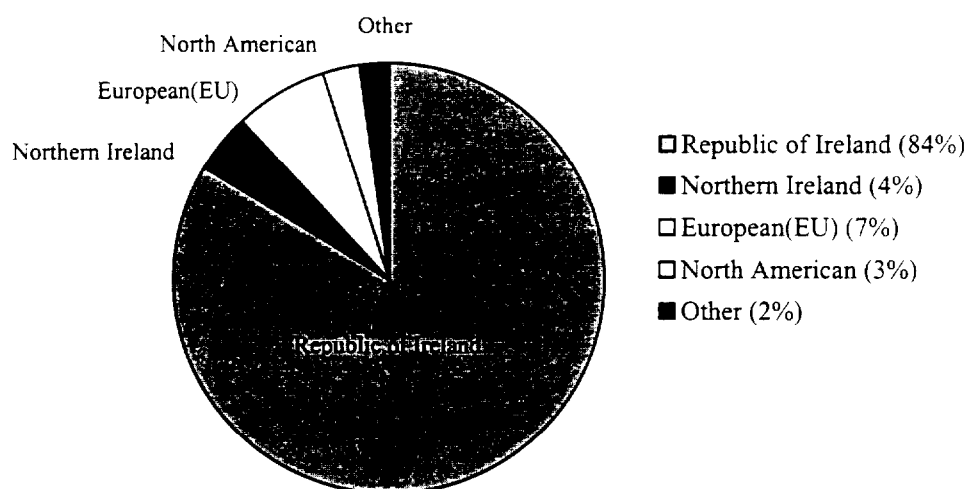
Further information is given on Table B1 on page 35.

Figure 6: Student numbers, 1999/00
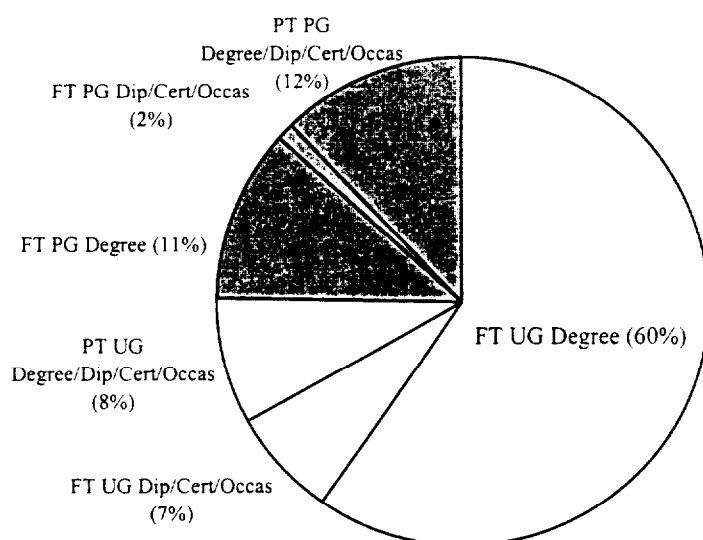
Further information is given on Table B2 on page 35.

V. ACADEMIC STAFF

New academic appointments

The success of courses of study depends above all on the distinction of the academic staff involved. During 1999/00, 87 (76 in 1998/99) new academic appointments were made in various categories, as illustrated in Table 2 below.

Of those appointed, 50% held doctoral degrees, 33% held at least one postgraduate or professional qualification of equivalent standing below doctoral level and 17% held primary degrees only at the date of appointment (all of whom were planning higher degrees). The equivalent figures for 1998/99 were 53%, 36% and 11% respectively.

Table 2 - New academic appointments* 1999/00, 1998/99

Permanent	Contract of Indefinite Duration	5-year contract	4-year contract	3-year contract	2-year contract	Temp-orary**	Lecturer / Registrar	Total
1999/00								
29 (33%)	4 (5%)	9 (10%)	1 (1%)	11 (13%)	5 (6%)	15 (17%)	13 (15%)	87 (100%)
1998/99								
23 (30%)	4 (5%)	12 (16%)	2 (2%)	10 (13%)	5 (7%)	11 (15%)	9 (12%)	76 (100%)

* Source: Staff Office

**Temporary appointments range in duration from 9 months to 2 years. Appointments in this category are made principally to replace permanent members of the academic staff of the College who have been granted leave of absence or career breaks, or to complete a contract term following a resignation.

Further information is provided in Tables C1-C3 on pages 36-37 in Appendix C.

VI. ACADEMIC PROGRESS

Pass rates

Pass rates in Junior Freshman full-time courses in 1999/00 range from 100% down to 50% with a College average of 87%. These statistics are based on annual, supplemental and special examinations. Pass rates of less than 75% in Junior Freshman are found in 6 areas (see Table D1 on pages 38-39 in Appendix D). Care should be taken in interpreting pass rates for any single year, especially in relation to courses with a small number of students. In general pass rates improve through the years of each course. Each year, the Deans' Committee investigates the reasons for high failure rates in particular areas and reports back to Council.

Students off-books

In 1999/00 a total of 253 students were off books compared to 206 in 1998/99, and 215 in 1997/98. The principal grounds for being off-books in 1999/00 were academic (33%) and medical (32%).

Figure 7: Reasons for students going off-books 1999/00, 1998/99, 1997/98
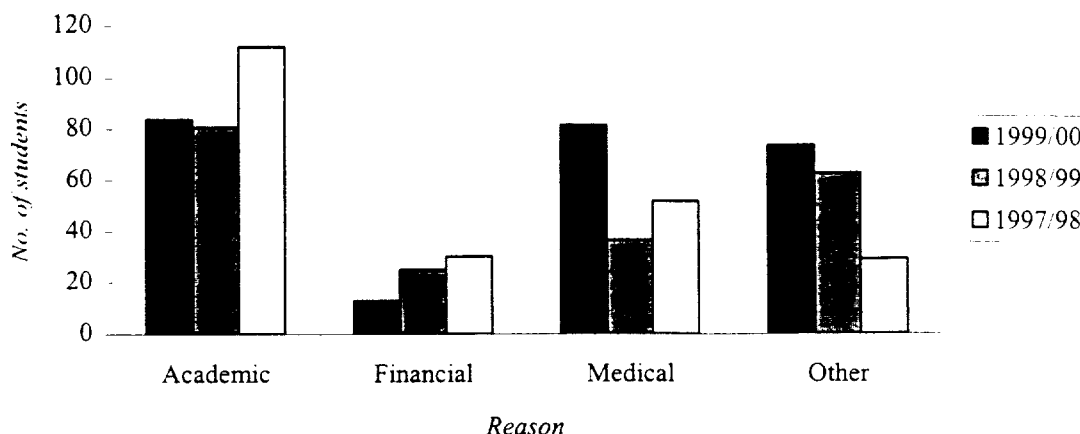
Foundation Scholarship examination

A total of 232 students presented for the Foundation Scholarship examination in 1999/00 (224 in 1998/99, 204 in 1997/98. A total of 50 Foundation and Non-Foundation Scholarships were awarded in 1999/00 (50 in 1998/99, 43 in 1997/98).

Figure 8: Total Foundation & Non-Foundation scholarships 2000, 1999, 1998
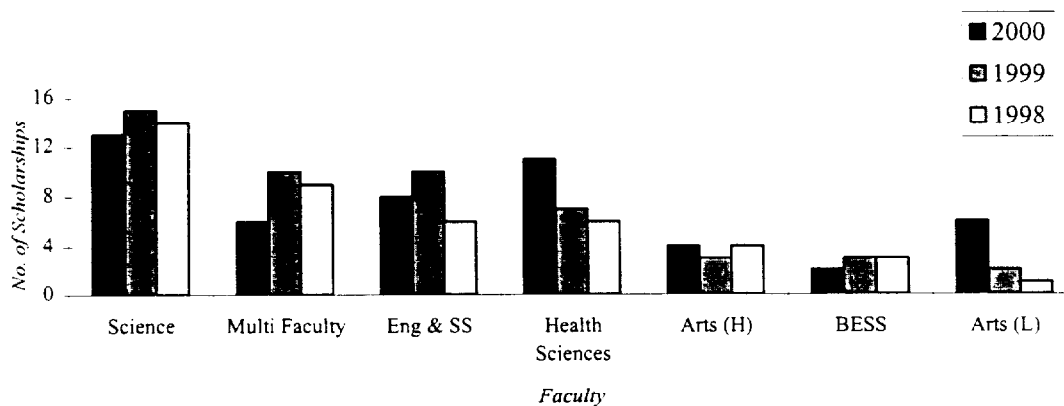
More detailed information is given in Table D2, page 40 in Appendix D.

External examiners

A total of 148 external examiners were appointed to examine during 1999/00, of which 105 (71%) (74% in 1999) submitted their annual report to the Senior Lecturer. Deans and Heads of Department and Course Directors are encouraged to impress upon external examiners the importance of submitting annual reports. As a result of Council's concern at the low rate of return of annual reports in previous years, Council agreed (Actum 48/A of December 9th, 1998) that travel and related expenses should be paid immediately, but the fee should be withheld until receipt of an external examiner's annual report.

For more detailed data please refer to Table D3, page 41 in Appendix D.

Commencements, Firsts and Gold Medal Awards

In 1999, 31 commencement ceremonies were held during which 4034 (3928 in 1998) degrees were conferred (3136 primary degrees, and 898 higher degrees). For more detail see Table D4 on page 42 in Appendix D.

A total of 177 students received first class honors degrees in 1999/00 (9% of 1,934 graduands). Of these, 31 received Gold Medals (27 in 1998/99; 22 in 1997/98).

Figure 9: Degree Firsts and Gold Medals, 1999/00, 1998/99, 1997/98
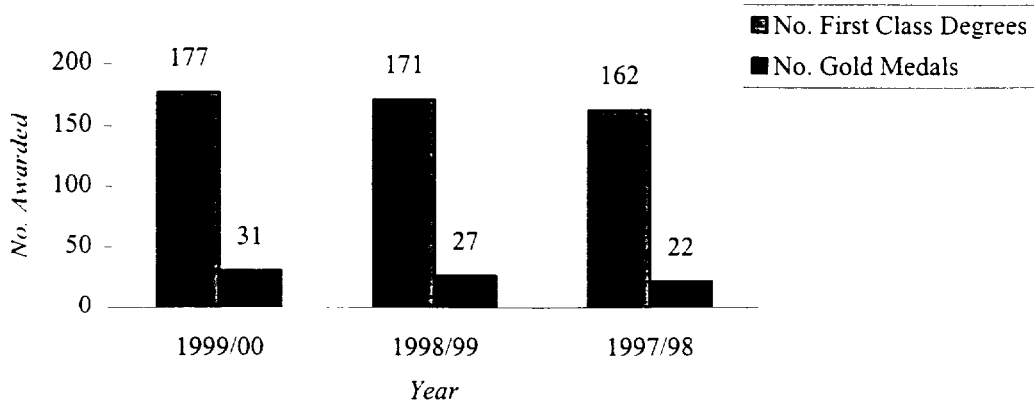
VII. INNOVATION IN TEACHING

Council adopted the Policy on the Broad Curriculum at its meeting on 10th March 1999 and an implementation process was devised in order to assist Faculties with their response to Council.

In 1999/2000, Departments and Faculties undertook a review of curricula to assess the extent to which existing curricula were compatible with its stated curriculum objectives and to develop a clear picture of what additional steps needed to be taken in order to further these objectives. An Interim Report (see Appendix E. pages 43 - 46) was presented to Council on April 5th. 2000 which set out a synthesis of Faculty responses to the Council policy on the Broad Curriculum.

In general, all Faculties accepted the objectives as set out in the Policy on the Broad Curriculum and all recognised the central role of small group learning in achieving curriculum objectives. Council approved Recommendations 1-7 in the Interim Report at its meeting of April 5th, 2000. Recommendations 8 - 9 were referred back to the Academic Affairs Committee for further consideration, and were subsequently amended and approved by Council at its meeting of June 28th, 2000.

Council agreed that Faculty Deans should begin to develop specific proposals for implementation and that such proposals should be processed by the Deans' Committee.

VIII. New Course Developments

In 1999/00, 2 new undergraduate degree, 4 new postgraduate diplomas, and 3 new masters degrees were launched. Two undergraduate degrees, 1 postgraduate diploma, and 3 masters degrees (1 with diploma option) were launched in 2000/01. More detailed data are listed below.

Table 3(a): Courses launched in 1999/00

COURSE	NO. OF STUDENTS REGISTERED	QUOTA
Undergraduate		
Faculty of Business, Economic & Social Studies, and Faculty of Arts (Letters)		
Business Studies & Japanese	6	10
Faculty of Science		
Medicinal Chemistry	16	15
Total Undergraduate	22	25
Postgraduate[+]		
Faculty of Arts (Humanities)		
MSc (IT in Education)	26	30
Faculty of Arts (Letters)		
MPhil in Early Irish	3	8
Faculty of Business, Economic & Social Studies		
MSc in Economic Policy Studies	22	20/25
Faculty of Engineering & Systems Sciences		
PG Diploma / MSc Bioengineering*	7	12
Faculty of Health Sciences		
PG Diploma in Clinical Engineering (Equipment Management)*	4	5
PG Diploma in Primary Health Care**	0	10/18
PG Diploma in Midwifery	38	20
PG Diploma in Magnetic Resonance Imaging Technology	5	10
Faculty of Science		
PG Diploma in Polymer Science & Technology**	0	15
Total Postgraduate	105	130/143

[+]Source: Graduate Studies Office
* *This course was approved for launch in 1998/99 but did not run until 1999/00*
** *This course did not run in 1999/00*

Table 3(b): Courses launched in 2000/01

COURSE	NO OF STUDENTS REGISTERED	QUOTA
Undergraduate		
Faculty of Engineering and Systems Sciences		
Manufacturing Engineering with Management Science	13	20
Faculty of Science		
Physics and Chemistry of Advanced Materials	9	20
Total Undergraduate	**22**	**40**
Postgraduate[+]		
Faculty of Engineering & Systems Sciences		
MSc Integrated Systems Design	4	10/20
Faculty of Health Sciences		
MSc Mammalian Cell Physiology*	0	6
PG Diploma Clinical Health Sciences Education	20	16 (min) – 30/40 (max)
Faculty of Science		
PG Diploma / MSc Community Pharmacy**		7/10
Total Postgraduate	**24**	**39/76**

[+]Source: Graduate Studies Office
* *This course was approved for launch in 2000/01 but did not run*
** Commencing January 2001

IX. QUALITY IMPROVEMENT/QUALITY ASSURANCE

The 1999/00 academic year saw the establishment of a Quality Office within the Senior Lecturers' Area, supported by HEA Funding. This Office has responsibility for the management of the academic departmental review process by:

- providing assistance and advice to Heads of Department, academic and administrative staff engaged in the review process;
- liaising with external reviewers;
- tracking the implementation of recommendations arising from the review process;
- analysing the outcomes of the review process at an institutional level;
- disseminating good practice arising from the review process.

Academic Departmental Review Process 1999-2000

Academic departmental reviews undertaken during 1999/00 were conducted in accordance with agreed procedures and protocols. The approach to academic departmental review taken by College reflects the common approach adopted by CHIU institutions. Each academic departmental review involves the preparation of a self-assessment document; submission of reports from external reviewers, and consideration of recommendations by Council. Progress on departmental responses to the findings of the academic departmental review process are monitored by the College Quality Committee within 18 months following consideration by Council of the summary report.

During the 1999/00 academic year the Quality Office facilitated nine academic departmental reviews.

Table 4: Academic Department Reviews conducted, 1999/00

Departments reviewed during 1999-2000	Number of programmes available in the Department UG	Taught PG	Number of Staff FTEs in the Department (1998/99)	Number of Student FTEs in the Department (1998/99)	Number of reviewers appointed to undertake review	Number of countries represented by reviewers
Dental Science, School of	4	2	27.25	217.08	3	3
Education, School of	3	4	16.63	579.50	3	3
French	5	1	14.8	180.38	2	1
Italian	2	0	5.27	52.00	2	1
Microbiology	1	0	9.28	176.42	2	2
Obstetrics & Gynaecology	1	1	4.50	31.26	2	1
Pharmacy, School of (incorporating 4 departments)	2	3	19.28	293.80	4	3
Philosophy	3	1	7.59	168.55	2	1
Statistics	1	2	11.00	168.80	2	1

Three academic reviews originally scheduled to take place during the 1999-2000 academic year had to be postponed until Michaelmas Term 2000 due to difficulties with reviewer availability.

The Establishment of a Quality Committee

The Quality Committee was established during 1999/2000. It is a sub-committee of the Academic Affairs Committee, and its terms of reference include the following:

- to sustain and develop professionalism and quality in all aspects of teaching, learning, research and departmental administration within College;
- to facilitate the regular review of teaching, learning, and research within College;
- to draw up and publish, in consultation with academic units, procedures for departmental review;
- to keep such procedures under review, in order to achieve effective and economical practice;
- to review, on an annual basis, the effectiveness and outcomes of the departmental review process;
- to monitor, on behalf of Council, that all follow-up action required in relation to the outcomes of the departmental review process is addressed and implemented within 18 months of the review, within the context of available resources;
- to monitor the effectiveness and outcomes of internal student feedback mechanisms.

The Establishment of Systematic Student Feedback Structures

The Quality Officer is in the process of evaluating the strengths and weaknesses of existing student feedback mechanisms at faculty and departmental/school level within College. The establishment of an institutional survey of student satisfaction is also being explored, with examples of good practice currently being obtained from a national and international perspective.

Michael J Laver
Senior Lecturer   **December 2000**

APPENDICES

A: APPLICATIONS

In reviewing 1999 admissions for Council and Board the Senior Lecturer noted that

- While the number of first preference applications to TCD had declined, the overall ratio of first preference applications to quota averaged 3.6:1.
- The number of first preference applications in the non-university sector had increased.
- In addition to information on minimum points, median point scores had been provided (The Senior Lecturer noted a number of amendments to the median point scores as follows – History and Political Science – 570 points; Human Genetics – 550 points: Business Studies and Japanese – 465 points).
- An increase in the acceptance rate for Engineering had been a significant factor in the high intake to the course.
- Minimum entry scores for the past five years had been circulated: the Senior Lecturer noted that in the case of Management Science and Information System Studies, the very active involvement of the Department of Statistics in schools liaison activities had resulted in the minimum entry scores increasing steadily over the five year period from 370 in 1995 to 500 points in 1999.
- A new course in Medicinal Chemistry had been very successfully launched in 1999 with a minimum entry score of 520 points.
- The number of applications from mature students has been declining steadily: the improved job market was likely to be a factor in this.
- While the number of first preference applications from Northern Ireland students remained at the 1998 level, there continued to be a low acceptance rate.

Source: Council Minutes of meeting of 10th November 1999.

In respect of 2000 admissions, Council and Board are asked to note the following:

- The number of applications to courses in the University sector fell in line with the overall drop in the number of applications to CAO.
- The number of first preference applications made to the non-university sector (in particular to the private colleges) continues to increase.
- The number of first preference applications to TCD has fallen due in part to the general decline in numbers and in part to the removal of overseas applications from the CAO system. The College's overall ratio of first preference applications to quota was 3:1.
- The number of courses for which quotas had not been met for reasons other than the indeterminacy of the CAO process had increased this year.
- Two new undergraduate full-time degree courses were launched in 2000: Manufacturing Engineering with Management Science, and Physics and Chemistry of Advanced Materials. However the fact that neither was included in the CAO Handbook or College *Prospectus* material may have contributed to their not meeting quota this year.
- The percentage of Entrance Exhibitioners (students achieving 545 points or higher in the Leaving Certificate or equivalent examination) making up the Junior Freshman year had decreased slightly from 21.7% in 1999 to 20.8% in 2000.
- The number of offers to Northern Ireland applicants remains comparable to that made in 1999 and acceptance rates continue to run at approximately 25%.
- The number of applications from mature students has continued to decline.

Figure A1: Total number of CAO applications to courses in TCD
(all preferences and first preferences) 2000, 1999, 1998
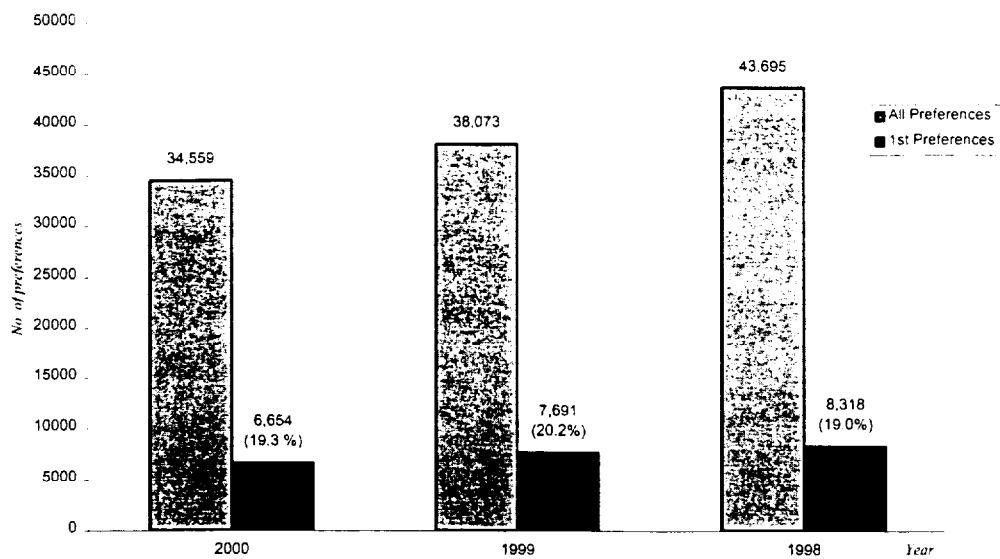
In 2000 the total number of applicants to Trinity College was 17,407, compared with 19,147 in 1999, and 21,210 in 1998. There are up to 10 preferences on each application and applicants may apply to more than one institution. Therefore, 17,407 refers to the number of applicants who indicated a preference for one or more courses in Trinity College and of these, 6,654 were first preferences.

In Trinity College the total number of applications to specific courses (all preferences) in 2000 was 34,559 compared with 38,073 in 1999 and 43,695 in 1998. In 2000, the ratio of applications (all preferences) to quotas ranged from 42.8:1 in Psychology (58.9:1 in Human Genetics in 1999) to 2.7:1 in Physics & Chemistry of Advanced Materials (6.9:1 in Computer Science (Evening) in 1999) while the overall College ratio was 18.2:1 (21.2 in 1999).

Several courses such as Computer Science Linguistics and a Language (Irish), TSM Early Irish, TSM Greek and TSM Latin do not have fixed quotas. For further details see Tables A3 and A4 on pages 26-28 in Appendix A.

Figure A3: Ratio of CAO applications (all preferences) to quota 2000, 1999, 1998
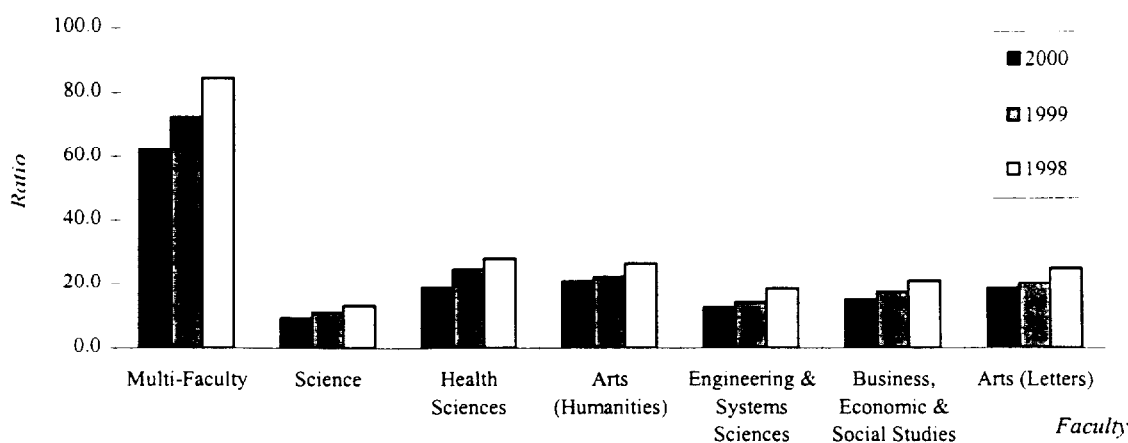
Further detail is given on Tables A3 and A4 on pages 26-28 in Appendix A.

The ratio of first preference applications to quota, a more revealing indication of demand for College places, is shown in Figure 1, page 4 in the main text and Tables A5 and A6 on pages 29-31 in Appendix A.

The total number of first preference applications was 6,654 in 2000 compared to 7,691 in 1999 and 8,318 in 1998. In 2000, Trinity College received 12.4% (14% in 1999) of first preference applications in the CAO system.

A: ADMISSIONS

Figure 2 on page 5 in the main text and Tables A5 and A6 pages 29-31 portray the relationships between course quotas, first preference applications and numbers registering for courses applied for through the CAO. In comparing the numbers accepted and registered with course quotas it must be noted that achieving an exact match through several rounds of CAO offers and acceptances is a delicate and indeterminate process.

Table A1(a) on page 22 details the number of direct applications to the Admissions Office, together with the ratio of applications to quota and number of registered students for direct entry courses.

In 2000, the Admissions Office also processed:

- 286 direct applications from non-EU students seeking admission to Medicine (263 in 1999) and 42 from non-EU students seeking admissions to Dental Science (38 in 1999).

- 560 applications from mature students (663 in 1999). Table A1(b) on page 23 details the Number of New Entrant Mature Students by Faculty 2000 – 1991.

Table A1 (a): Total Number of Applications - Direct Entry Courses 2000, 1999, 1998

Course	2000 Total No of Applications	2000 Quota	2000 Ratio of applications: Quota	2000 Number of Registered Students	1999 Total No of Applications	1999 Quota	1999 Ratio of applications: Quota	1999 Number of Registered Students	1998 Total No of Applications	1998 Quota	1998 Ratio of applications: Quota	1998 Number of Registered Students
Diploma in Information Studies^	10	-	-	7	n/a				19	-	-	12
Diploma in Information Systems	131	80	1.6	99	127	80	1.6	95	121	80	1.5	86
B.Sc. Information Systems*	4	60	-	3	3	60	-	3	14	60	-	11
B.Sc. Computer Science (Evening)**	34	64	0.5	38	20	64	0.3	33	56	64	0.9	45
B.Sc. Business & Information Technology	81	50	1.6	54	75	50	1.5	60	75	50	1.5	46
Diploma in European Painting	40	24	1.7	23	32	24	1.3	23	58	24	2.4	22
Bachelor in Theatre Studies	223	14	15.9	23	282	12	23.5	14	210	12	17.5	11
Pharmaceutical Technicians Diploma	71	50	1.4	***	88	50	1.8	33	108	50	2.2	55
Certificate Course in Dental Nursing	40	20	2.0	15	32	20	1.6	14	55	20	2.8	22
Diploma in Dental Technology	18	6	3.0	3	14	6	2.3	5	13	6	2.2	5
Diploma in Dental Hygiene	57	8	7.1	3	52	8	6.5	14	36	8	4.5	6
Diploma in Addiction Studies	*Applications made directly to Department of Social Studies*			24	*Applications made directly to Department of Social Studies*		n/a	23	*Applications made directly to Department of Social Studies*			23
Diploma in Theology	*Applications made directly to Church of Ireland Theological College*			11	*Applications made directly to Church of Ireland Theological College*			8	*Applications made directly to Church of Ireland Theological College*			11
Diploma in Nursing Studies	*Applications made directly to Nursing Application Centre*			227	*Applications made directly to Nursing Application Centre*			214	*Applications made directly to Nursing Application Centre*			153
Access to Nursing	73	80	0.9	42	173	200	0.9	161	81	80	1.0	53
Bachelor in Nursing (4th year)	149	200	0.7	***					102	100	1.0	80
Diploma in Counselling^	n/a				*Applications made directly to Department of Social Studies*			23	n/a			
Certificate in Maximising Performance & Training in Sport	2	12	0.2	1	10	12	0.8	6	4	6	0.7	4

^ Students are admitted to this course on a biennial basis.

* From October 1997, students successfully completing the Diploma in Information Systems are permitted to seek re-admission to College, and are not therefore included in the number of direct applications given.

** From October 1996 onwards entry to this course may be made via the CAO. Numbers registered include CAO and direct applicants.

*** Students are expected to register for this course in January 2001.

Table A1(b): Number of New Entrant Mature Students by Faculty, 2000/01 - 1991/92

FACULTY	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991
Arts (Humanities) & Arts (Letters)	21	22	44	35	45	42	42	40	42	36
Business, Economic & Social Studies	30	34	32	33	37	50	28	37	21	21
Engineering & Systems Sciences	7	2	10	5	12	2	6	3	2	1
Health Sciences	7	8	11	9	11	8	9	11	7	6
Science	13	9	7	8	5	11	6	9	3	5
Multidisciplinary*	21	25	7	7	11	7	8	9	4	3
Total	99	100	111	97	121	120	99	109	79	72
Number of mature applicants	560	663	765	856	1026	988	991	800	460	415
Number of offered places	120	131	131	126	162	149	121	130	93	98
Number of mature students registered	99	100	111	97	121	120	99	109	79	72

* includes Business Studies and a Language
  Computer Science, Linguistics and a Language
  Law and a Language
  History and Political Science
  Philosophy and Political Science
  Two Subject Moderatorship

Note: This analysis is of students admitted through the College's Mature Student Dispensation Scheme

23

There are several courses for which quotas were not met for reasons other than the indeterminacy of the CAO process and which may cause some concern.

Table A2(a): Courses not meeting quota in 2000

Course	Quota	First preferences	Minimum points	Number registered 2000/01
Applications made via CAO				
Music	10	30	450	6
Biblical and Theological Studies	21	18	260	17
B.Sc. Computer Science (Evening)	64	48	240	38
Business Studies & Chinese	10	22	395	4
Classics*	15	16	510	2
Computational Chemistry / Computational Physics	20	8	405	5
Germanic Languages	8	5	310	5
Information and Communications Technology	120	218	310	68
Manufacturing Engineering with Management Science**	20	13	330	13
Physics & Chemistry of Advanced Materials**	20	8	370	5
TSM – Biblical & Theological Studies	24	36	325	8
Modern Irish	30	29	305	22
Music	8	18	525	4
Russian	36	23	305	8

* It should be noted that the quota for Classics was set some years ago and that in addition to the single honor programme in Classics, the School offers four subjects within the TSM programme (ie, Ancient History and Archaeology, Classical Civilisation, Greek, and Latin)

** Introduced in 2000

Table A2(b): Courses not meeting quota in 1999

Course	Quota	First preferences	Minimum points	Number registered 1999/00
Applications made via CAO				
Biblical and Theological Studies	21	19	285	11
B.Sc. Computer Science (Evening)	64	52	255	33
Business Studies & Japanese**	10	13	445	5
Classics*	15	9	290	4
Computational Chemistry / Computational Physics	20	12	425	9
Information and Communications Technology	120	211	305	109
TSM – Russian	36	18	310	16
- Philosophy	43	133	455	34

* It should be noted that the quota for Classics was set some years ago and that in addition to the single honor programme in Classics, the School offers four subjects within the TSM programme (ie, Ancient History and Archaeology, Classical Civilisation, Greek, and Latin)

** Introduced in 1999

Table A3: Total number of applications to Trinity College (all preferences) 2000, 1999, 1998

Course	2000			1999			1998		
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Faculty of Arts (Humanities)									
Biblical & Theological Studies	235	18	13.1	280	21	13.3	320	21	15.2
History	695	38	18.3	715	38	18.8	893	38	23.5
Law	1378	81	17.0	1331	79	16.8	1553	81	19.2
Music	172	10	17.2	179	10	17.9	198	10	19.8
Music Education	133	10	13.3	123	10	12.3	131	10	13.1
Philosophy	349	17	20.5	399	17	23.5	506	17	29.8
Psychology	1371	32	42.8	1572	31	50.7	1929	32	60.3
Total	**4333**	**206**	**21.0**	**4599**	**206**	**22.3**	**5530**	**209**	**26.5**
Faculty of Arts (Letters)									
Classics	180	15	12.0	141	15	9.4	299	15	19.9
Drama & Theatre Studies	381	12	31.8	406	12	33.8	344	12	28.7
Early & Modern Irish	230	15	15.3	301	15	20.1	438	15	29.2
English Studies	707	35	20.2	778	34	22.9	908	34	26.7
Germanic Languages	92	8	11.5	84	8	10.5	122	8	15.3
Total	**1590**	**85**	**18.7**	**1710**	**84**	**20.4**	**2111**	**84**	**25.1**
Faculty of Business, Economic & Social Studies									
Business, Economic & Social Studies	2267	222	10.2	2548	216	11.8	2780	216	12.9
Social Studies	1232	34	36.2	1387	30	46.2	1984	30	66.1
Sociology & Social Policy	641	20	32.1	696	20	34.8	865	20	43.3
Total	**4140**	**276**	**15.0**	**4631**	**266**	**17.4**	**5629**	**266**	**21.2**
Faculty of Engineering & Systems Sciences									
Computer Science	1305	65	20.1	1648	65	25.4	2195	65	33.8
Computer Science (Evening)	366	64	5.7	439	64	6.9	609	64	9.5
Engineering	1711	175	9.8	1868	175	10.7	1901	175	10.9
Management Science and Information Systems Studies	414	24	17.3	388	24	16.2	544	24	22.7
Information & Communications Technology	1943	120	16.2	1978	120	16.5	1151	20	57.6
Manufacturing Engineering with Management Science	139	20	7.0	-	-	-	-	-	-
Total	**5878**	**468**	**12.6**	**6321**	**448**	**14.1**	**6400**	**348**	**18.4**

26

Table A3: Total number of applications to Trinity College (all preferences) 2000, 1999, 1998 (.. contd)

	2000			1999			1998		
Course	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Faculty of Health Sciences									
Clinical Speech & Language Studies	375	29	12.9	544	26	20.9	661	26	25.4
Dental Science	499	32	15.6	552	32	17.3	630	32	19.7
Medicine	1165	60	19.4	1483	60	24.7	1652	60	27.5
Occupational Therapy	474	35	13.5	608	30	20.3	728	30	24.3
Physiotherapy	1000	35	28.6	1141	30	38.0	1190	30	39.7
Therapeutic Radiography	290	10	29.0	330	10	33.0	436	10	43.6
Total	**3803**	**201**	**18.9**	**4658**	**188**	**24.8**	**5297**	**188**	**28.2**
Faculty of Science									
Human Genetics	450	15	30.0	471	8	58.9	614	8	76.8
Mathematics	397	30	13.2	401	30	13.4	498	30	16.6
Pharmacy	806	70	11.5	917	70	13.1	1081	70	15.4
Science	2236	287	7.8	2492	277	9.0	2694	252	10.7
Theoretical Physics	218	35	6.2	223	30	7.4	255	20	12.8
Computational Chemistry/Physics	112	20	5.6	148	20	7.4	128	20	6.4
Medicinal Chemistry	351	20	17.6	335	15	22.3	-	-	-
Physics and Chemistry of Advanced Materials	54	20	2.7	-	-	-	-	-	-
Total	**4624**	**497**	**9.3**	**4987**	**450**	**11.1**	**5270**	**400**	**13.2**
Multi-Faculty									
Business Studies & French	441	16	27.6	531	15	35.4	628	15	41.9
Business Studies & German	272	20	13.6	329	20	16.5	393	20	19.7
Business Studies & Russian	99	7	14.1	106	7	15.1	122	7	17.4
Business Studies & Chinese	126	10	12.6	199	10	19.9	164	15	10.9
Computer Science, Linguistics & French	221	13	17.0	292	13	22.5	373	13	28.7
Computer Science, Linguistics & German	147	12	12.3	237	12	19.8	260	12	21.7
Computer Science, Linguistics & Irish	97	-	-	96	-	-	100	-	-
European Studies	373	33	11.3	453	33	13.7	603	33	18.3
History & Political Science	483	14	34.5	526	14	37.6	659	14	47.1
Law & French	243	14	17.4	227	10	22.7	326	10	32.6
Law & German	106	10	10.6	161	10	16.1	133	10	13.3
Philosophy & Political Science	257	14	18.4	237	10	23.7	371	10	37.1
Two Subject Moderatorship	7326	-	-	7773	-	-	9326	-	-
Total	**10191**	**163**	**62.5**	**11167**	**154**	**72.5**	**13458**	**159**	**84.6**
GRAND TOTAL	**34559**	**1896**	**18.2**	**38073**	**1796**	**21.2**	**43695**	**1654**	**26.4**

27

Table A4: Total number of applications to Trinity College (all preferences) - Two Subject Moderatorship 2000, 1999, 1998

Two Subject Moderatorship Course	2000			1999			1998		
	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications: quota
Ancient History & Archaeology	750	23	32.61	708	23	30.78	848	23	36.87
Biblical & Theological Studies	337	24	14.04	324	24	13.50	330	24	13.75
Classical Civilisation	622	29	21.45	612	29	21.10	697	29	24.03
Drama Studies	389	20	19.45	425	20	21.25	577	20	28.85
Early Irish	15	-	-	21	-	-	30	-	-
Economics	930	43	21.63	693	43	16.12	950	43	22.09
English	1869	81	23.07	1830	81	22.59	2337	81	28.85
French	1122	84	13.36	1303	84	15.51	1354	84	16.12
Geography	694	35	19.83	784	35	22.40	899	30	29.97
German	376	62	6.06	492	32	15.38	517	32	16.16
Greek	71	-	-	65	-	-	75	-	-
History	1280	40	32.00	1337	40	33.43	1494	40	37.35
History of Art and Architecture	716	28	25.57	798	28	28.50	857	28	30.61
Italian	388	30	12.93	526	30	17.53	504	30	16.80
Latin	76	-	-	93	-	-	118	-	-
Mathematics	229	10	22.90	235	10	23.50	316	10	31.60
Modern Irish	393	30	13.10	442	30	14.73	378	30	12.60
Music	138	8	17.25	198	8	24.75	244	8	30.50
Philosophy	893	44	20.30	938	43	21.81	1140	43	26.51
Psychology	1138	17	66.94	1162	17	68.35	1402	17	82.47
Russian	242	36	6.72	261	36	7.25	324	36	9.00
Sociology	1289	61	21.13	1558	59	26.41	1616	59	27.39
Spanish and Portuguese	695	39	17.82	470	39	12.05	606	39	15.54
Total	14652	744	19.69	15275	711	21.48	17613	706	24.95

Table A5: CAO first preference applications - quotas, points, number registered 2000, 1999, 1998

Course	2000						1999						1998					
	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered
Faculty of Arts (Humanities)																		
Biblical & Theological Studies	21	18	0.9	260	1.1	17	21	19	0.9	285	1.7	11	21	26	1.2	310	1.3	20
History	38	79	2.1	425	2.3	35	38	89	2.3	450	2.2	40	38	98	2.6	450	2.8	35
Law	81	517	6.4	540	6.8	76	79	519	6.6	525	6.6	79	81	542	6.7	540	6.3	86
Music	10	30	3.0	450	5.0	6	10	39	3.9	365	2.2	18	10	43	4.3	400	3.3	13
Music Education	10	24	2.4	400	3.0	8	10	24	2.4	325	2.2	11	10	32	3.2	330	3.6	9
Philosophy	17	27	1.6	425	1.8	15	17	35	2.1	445	2.2	16	17	52	3.1	430	3.3	16
Psychology	32	365	11.4	525	10.1	36	31	459	14.8	530	15.8	29	32	543	17.0	525	17.0	32
Faculty Total	**209**	**1060**	**5.1**		**5.5**	**193**	**206**	**1184**	**5.7**		**5.8**	**204**	**209**	**1336**	**6.4**		**6.3**	**211**
Faculty of Arts (Letters)																		
Classics	15	16	1.1	510	8.0	2	15	9	0.6	290	2.3	4	15	17	1.1	450	2.4	7
Drama & Theatre Studies	12	176	14.7	505	16.0	11	12	170	14.2	510	14.2	12	12	139	11.6	450	11.6	12
Early & Modern Irish	15	19	1.3	310	1.3	15	15	13	0.9	355	0.9	15	15	21	1.4	355	1.0	12
English Studies	35	141	4.0	480	3.8	37	34	158	4.6	480	4.8	33	34	154	4.5	475	4.4	15
Germanic Languages	8	5	0.6	310	1.0	5	8	7	0.9	375	0.9	8	8	10	1.3	405	1.4	7
Faculty Total	**85**	**357**	**4.2**		**5.1**	**70**	**84**	**357**	**4.3**		**5.0**	**72**	**84**	**341**	**4.1**		**4.1**	**43**
Faculty of Business, Economic & Social Studies																		
Business, Economic & Social Studies	222	640	2.9	465	2.8	229	216	710	3.3	475	3.2	220	216	685	3.2	465	3.0	231
Social Studies	34	264	7.8	465	8.3	32	30	329	11.0	495	10.6	31	30	401	13.4	485	13.4	30
Sociology & Social Policy	20	50	2.5	455	2.4	21	20	64	3.2	450	2.8	23	20	48	2.4	460	2.1	23
Faculty Total	**276**	**954**	**3.5**		**3.4**	**282**	**266**	**1103**	**4.1**		**4.0**	**274**	**266**	**1134**	**4.3**		**4.0**	**214**
Faculty of Engineering & Systems Sciences																		
Computer Science	65	214	3.3	465	3.3	64	65	308	4.7	475	4.7	66	65	288	4.4	455	4.5	64
Engineering	175	246	1.4	420	1.5	169	175	308	1.8	425	1.6	194	175	274	1.6	420	1.6	114
Management Science and Information Systems Studies	24	146	6.1	545	6.3	23	24	88	3.7	500	3.5	25	24	87	3.6	490	3.5	25
Computer Science (Evening Course)*	64	48	0.8	240	1.3	38	64	52	0.8	255	1.6	33	64	123*	1.9	285	2.7	45
Information & Communication Technology	120	218	1.8	310	3.2	68	120	211	1.8	305	1.9	109	120	205	1.7	310	1.7	118
Manufacturing Engineering with Management Science	20	13	0.7	330	1.0	13												
Faculty Total	**468**	**885**	**1.9**		**2.4**	**375**	**448**	**967**	**2.2**		**2.3**	**427**	**448**	**977**	**2.2**		**2.3**	**416**

* First preference applications include direct applications processed by the Admissions Office (see Table A1: Total Number of Applications: Direct Entry Courses 2000, 1999, 1998 (page x))

29

Table A5: CAO first preference applications – quotas, points, number registered 2000, 1999, 1998 (/. contd)

Course	2000 Quota	2000 Number of first preference applications	2000 Ratio of 1st pref applcns to quota	2000 Minimum points	2000 Ratio of 1st pref applcns to no. regd	2000 Number registered	1999 Quota	1999 Number of first preference applications	1999 Ratio of 1st pref applcns to quota	1999 Minimum points	1999 Ratio of 1st pref applcns to no. regd	1999 Number registered	1998 Quota	1998 Number of first preference applications	1998 Ratio of 1st pref applcns to quota	1998 Minimum points	1998 Ratio of 1st pref applcns to no. regd	1998 Number registered
Faculty of Health Sciences																		
Clinical Speech & Language Studies	29	115	4.0	490	4.1	28	26	169	6.5	510	7.0	24	26	180	6.9	500	7.2	25
Dental Science	32	116	3.6	535	3.6	32	32	152	4.8	540	5.1	30	32	165	5.2	535	6.3	26
Medicine	60	462	7.7	570	8.7	53	60	670	11.2	570	12.0	56	60	641	10.7	560	10.9	59
Occupational Therapy	35	112	3.2	465	3.2	35	30	137	4.6	495	4.7	29	30	188	6.3	495	6.3	30
Physiotherapy	35	266	7.6	525	8.3	32	30	261	8.7	535	8.2	32	30	327	10.9	530	10.2	32
Therapeutic Radiography	10	39	3.9	510	3.9	10	10	40	4.0	520	3.3	12	10	48	4.8	520	4.0	12
Faculty Total	201	1110	5.5	-	5.8	190	188	1429	7.6	-	7.8	183	188	1549	8.2	-	8.4	184
Faculty of Science																		
Human Genetics	15	54	3.6	520	3.6	15	8	49	6.1	540	5.4	9	8	76	9.5	535	9.5	8
Mathematics	30	39	1.3	420	1.4	27	30	61	2.0	480	2.1	29	30	55	1.8	485	1.6	34
Pharmacy	70	325	4.6	540	4.7	69	70	393	5.6	550	5.5	72	70	430	6.1	550	6.0	72
Science	287	296	1.0	395	1.1	275	277	317	1.1	425	1.1	280	252	358	1.4	445	1.5	246
Theoretical Physics	35	64	1.8	480	1.8	35	30	75	2.5	505	2.4	31	20	75	3.8	510	3.8	20
Computational Chemistry/Physics	20	8	0.4	405	1.6	5	20	12	0.6	425	1.3	9	20	15	0.8	375	0.9	17
Medicinal Chemistry	20	17	0.9	490	0.9	18	15	32	2.1	520	2.0	16	-	-	-	-	-	-
Physics and Chemistry of Advanced Materials	20	8	0.4	370	0.9	9	-						-					
Faculty Total	497	811	1.6	-	1.8	453	450	939	2.1	-	2.1	446	400	1009	2.5	-	2.5	397
Multi-Faculty																		
Business Studies & French	16	70	4.4	515	3.9	18	15	79	5.3	515	-	16	15	114	7.6	525	7.6	15
Business Studies & German	20	39	2.0	460	1.8	22	20	45	2.3	480	2.1	22	20	45	2.3	475	2.1	21
Business Studies & Russian	7	5	0.7	385	0.6	9	7	10	1.4	420	-	8	7	7	1.0	410	1.2	6
Business Studies & Chinese/Japanese	10	22	2.2	395	5.5	4	10	13	-	445	-	5	15	31	2.1	380	5.2	6
Computer Science, Linguistics & French	25	25	1.9	430	1.7	15	25	31	2.4	475	2.4	13	13	44	3.4	455	3.1	14
Computer Science, Linguistics & German	-	15	1.3	435	1.9	8	-	19	1.6	430	1.6	12	12	21	1.8	405	1.6	13
Computer Science, Linguistics & Irish	-	6	-	455	3.0	2	-	3	-	405	1.0	3	-	7	-	430	2.3	3
European Studies	33	91	2.8	470	2.6	35	33	104	3.2	510	3.2	33	33	109	3.3	490	2.9	37
History & Political Science	14	94	6.7	545	6.7	14	14	111	7.9	540	6.9	16	14	140	10.0	520	9.3	15
Law & French	10	76	7.6	570	8.4	9	10	105	10.5	570	7.1	9	10	125	12.5	570	12.5	10
Law & German	10	30	3.0	540	2.7	11	10	44	4.4	560	3.4	13	10	39	3.9	540	3.5	11
Philosophy & Political Science	10	24	2.4	470	2.4	10	10	31	3.1	480	3.1	10	10	43	4.3	500	3.9	11
Two Subject Moderatorship	353	980	2.8	-	3.0	329	353	1117	3.2	-	3.1	363	353	1247	3.5	-	3.5	360
Multi-Faculty Total	508	1477	2.9	-	3.0	486	507	1712	3.4	-	3.3	523	512	1972	3.9	-	3.8	522
TOTAL	2244	6654	3.0	-	3.2	2049	2149	7691	3.6	-	3.6	2129	2107	8318	3.9	-	3.9	2107

Table A6:
CAO first preference applications - quotas, points, number registered
Two Subject Moderatorship 2000, 1999, 1998

Two Subject Moderatorship Course	2000						1999						1998					
	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered	Quota	Number of first preference applications	Ratio of 1st pref applcns to quota	Minimum points	Ratio of 1st pref applcns to no. regd	Number registered
Ancient History & Archaeology	23	97	4.2	430	4.0	24	23	91	4.0	370	3.6	25	23	136	5.9	405	6.5	21
Biblical & Theological Studies	24	36	1.5	325	4.5	8	24	39	1.6	315	1.7	23	24	46	-	315	1.8	25
Classical Civilisation	29	60	2.1	390	2.3	26	29	64	2.2	360	1.8	36	29	78	2.7	375	2.5	31
Drama Studies	20	81	4.1	475	3.7	22	20	89	4.5	470	1.8	21	20	94	4.7	450	4.9	19
Early Irish	-	-	2.0	-	-	-	-	2	-	490	-	1	-	2	-	345	1.0	2
Economics	43	65	1.5	420	1.4	47	43	89	2.1	430	1.7	51	43	109	2.5	440	2.3	47
English Literature	81	364	4.5	490	4.3	84	81	396	4.9	495	5.1	78	81	432	5.3	500	5.1	84
French	84	133	1.6	385	1.6	82	84	183	2.2	405	2.1	87	84	197	2.3	400	2.5	79
Geography	35	84	2.4	425	2.3	36	35	106	3.0	430	2.7	40	30	109	3.6	430	3.2	34
German	32	58	1.8	410	1.7	35	32	55	1.7	455	1.3	41	32	52	1.6	430	1.6	32
Greek	-	9	-	370	9.0	1	-	3	-	370	-	-	-	11	-	405	3.7	3
History	40	186	4.7	500	4.4	42	40	198	5.0	495	4.6	43	40	186	4.7	485	4.4	42
History of Art and Architecture	28	120	4.3	470	5.0	24	28	156	5.6	480	4.7	33	28	165	5.9	475	5.5	30
Italian	30	43	1.4	330	1.4	31	30	85	2.8	425	2.7	31	30	61	2.0	405	2.1	29
Latin	-	10	-	410	10.0	1	-	10	-	390	1.3	8	-	12	-	365	2.0	6
Mathematics	10	33	3.3	485	2.5	13	10	32	3.2	490	2.5	13	10	40	4.0	540	4.0	10
Modern Irish	30	29	1.0	305	1.3	22	30	29	1.0	310	1.2	24	30	43	1.4	335	1.5	29
Music	8	18	2.3	525	4.5	4	8	32	4.0	420	2.7	12	8	26	3.3	470	3.7	7
Philosophy	44	109	2.5	440	2.9	38	43	133	3.1	455	3.9	34	43	158	3.7	445	3.1	51
Psychology	17	180	10.6	540	8.6	21	17	192	11.3	540	10.7	18	17	221	13.0	560	13.0	17
Russian	36	23	0.6	305	2.9	8	36	18	0.5	310	1.1	16	36	41	1.1	315	2.2	19
Sociology	61	137	2.2	445	2.6	53	59	167	2.8	465	3.0	56	59	163	2.8	430	2.6	62
Spanish and Portuguese	39	83	2.1	405	2.3	36	39	65	1.7	345	1.9	35	39	102	2.6	450	2.5	41
TOTAL	714	1958	2.7	-	3.0	658	711	2234	3.1	-	3.1	726	706	2484	3.5	-	3.5	720

31

Table A8: Central Applications Office Statistics 1992-2000

	1992	1993	1994	1995	1996	1997	1998	1999	2000*
1. Total number of applicants to the CAO	54,877	57,465	60,548	62,913	59,778	63,677	66,012	65,253	63,451
2. Number of students receiving an offer from the CAO (degree/diploma/certificate)	38,165	41,640	44,424	48,267	47,491	48,841	51928	54220	
(% of total applications)	70%	72%	73%	77%	79%	77%	79%	83%	
3. The % number of students receiving an offer from the CAO (2. Above) may be broken down as follows:									
A. Accepted degree offer	38%	35%	34%	33%	35%	35%	36%	37%	
B. Accepted diploma / certificate offer	32%	31%	31%	34%	37%	32%	31%	32%	
C. Offered a place but did not accept	30%	34%	36%	33%	28%	33%	32%	31%	
	100%	100%	100%	100%	100%	100%	100%	100%	
4. Percentage of applicants not receiving an offer									
A. While eligible, did not receive an offer	20%	17%	17%	12%	10%	13%	11%	10%	
B. Ineligible (did not matriculate / meet course requirements)	11%	10%	10%	11%	11%	10%	10%	10%	
TOTAL	31%	27%	27%	23%	21%	23%	21%	20%	

Source: Central Applications Office

* Provisional figure based on preliminary examination of data by CAO (CAO Director's annual report not yet available)

Table A9: Survey of undergraduate new entrants, 2000, 1999, 1998

Why did you choose Trinity College?	2000		1999		1998	
	Very Important	Overall Rating (1-5 scale)	Very Important	Overall Rating (1-5 scale)	Very Important	Overall Rating (1-5 scale)
Reputation for Quality in Teaching	51%	4.41	53%	4.45	53%	4.43
Reputation for Quality in Research	25%	3.83	27%	3.90	21%	3.73
TCD's General International Reputation	46%	4.29	50%	4.33	47%	4.29
College Life and Student Societies	27%	3.93	34%	3.99	35%	4.10
TCD's Convenient Location	37%	4.02	41%	4.09	37%	3.99
The aesthetics of the TCD Campus	14%	3.5	17%	3.58	14%	3.51
General Student Facilities	20%	3.87	26%	3.99	20%	3.87
Recommendation by your School	12%	3.12	13%	3.16	14%	3.20
	Yes	No	Yes	No	Yes	No
Did you consult Trinity's World Wide Web pages?	54%	46%	36%	64%	32%	68%

Scale: 5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = very unimportant

34

B: STUDENT BODY

The geographical distribution of the student body is detailed in Table B1 below:

Table B1: Geographical distribution of the student body, 1999/00

	Number of Students	% Distribution
Ireland:	12,984	88.03%
26 Counties	12,347	83.71%
Northern Ireland	637	4.32%
European(EU):	1,032	7.00%
European(Non EU):	60	0.41%
African:	36	0.24%
Asian:	210	1.42%
Australasian:	26	0.18%
North American:	399	2.70%
South American:	3	0.02%
TOTAL:	**14,750**	**100%**

The number of registered students for 1999/00 was 14,750. Comparative figures for the years 1995/96 – 1999/00 are detailed in Table B2 below.

Table B2: Student numbers 1995/96 - 1999/00

	1995/96	1996/97	1997/98	1998/99	1999/00
Undergraduate					
Full-time undergraduate degree	7,497	7,870	8,223	8,459	8,816
Full-time undergraduate diploma/ certificate/occasional	532	651	776	991	1,044
Part-time undergraduate degree/diploma/ certificate/occasional	1,038	1,059	1,105	1,128	1,223
Total undergraduate	**9,067**	**9,580**	**10,104**	**10,578**	**11,083**
POSTGRADUATE					
Full-time Postgraduate degree	1,456	1,421	1,533	1,609	1,684
Full-time Postgraduate diploma/ certificate/occasional	159	168	155	240	181
Part-time Postgraduate degree/diploma/ certificate/occasional	625	772	944	1,329	1,802
Total postgraduate	**2,240**	**2,361**	**2,632**	**3,178**	**3,667**
TOTAL Undergraduate + Postgraduate (including SOCRATES/TEMPUS)	**11,307**	**11,941**	**12,736**	**13,756**	**14,750**
Number of SOCRATES/TEMPUS students	487	389	340	315	336
Total (excluding SOCRATES/TEMPUS)	**10,820**	**11,552**	**12,396**	**13,441**	**14,414**

C: ACADEMIC STAFF

Table C1: Appointments by Faculty, 1999/00

Faculty	Professors	Permanent Lecturers	Contract of Indefinite Duration	Contract Lecturers	Temporary Lecturers	Lecturers/ Registrars	TOTAL
Arts - Humanities	1	1	-	7	1	0	
Arts - Letters	3	3	-	-	6	0	
Business, Economic & Social Studies	1	3	-	3	1	0	
Engineering & Systems Sciences	-	9	-	7	3	0	
Health Sciences	-	1	3	4	1	13	
Science	1	6	1	5	3	0	
TOTAL 1999/00	6 (7%)	23 (26%)	4 (5%)	26 (30%)	15 (17%)	13 (15%)	87 (100%)
Total 1998/99	1 (1%)	22(29%)	4 (5%)	29(39%)	11(14%)	9 (12%)	76 (100%)

Table C2: Appointments by qualification, 1999/00

	Ph.D.	M.A. / M.Sc.	Other Higher Degree	Primary Degree	Total
Permanent	24	1	0	4	29
Contract of Indefinite Duration	1	3	0	0	4
Contract	12	7	2	5	26
Temporary	5	5	0	5	15
Lecturer / Registrar	1	0	11	1	13
Total 1999/00	43 (50%)	16 (18%)	13 (15%)	15 (17%)	87 (100%)
Total 1998/99	41 (54%)	20 (26%)	7 (9%)	8 (11%)	76 (100%)

Table C3: Appointments by gender, 1999/00

	Male	Female	Total
Permanent	21 (72%)	8 (28%)	29 (100%)
Contract of Indefinite Duration	1 (25%)	3 (75%)	4 (100%)
Contract	13 (50%)	13 (50%)	26 (100%)
Temporary	7 (47%)	8 (53%)	15 (100%)
Lecturer / Registrar	11 (85%)	2 (15%)	13 (100%)
Total 1999/00	**53 (61%)**	**34 (39%)**	**87 (100%)**
Total 1998/99	*50 (66%)*	*26(34%)*	*76 (100%)*

Source: Staff Office

Table D2: Foundation and Non-Foundation Scholarships awarded by course 2000, 1999, 1998

Faculty / Course	2000 Total Number of Scholarships awarded	1999 Total Number of Scholarships awarded	1998 Total Number of Scholarships awarded
Faculty of Arts (Humanities)			
Bachelor in Education			
Bachelor in Music Education			
Hebrew, Biblical and Theological Studies			2
History	1		
Law	2	3	1
Mental and Moral Science			
Music			
Psychology	1		1
Total Arts (Humanities)	4	3	4
Faculty of Arts (Letters)			
Classics	2		
Drama and Theatre studies	1	1	
Early and Modern Irish		1	
English Studies	2		1
Germanic Languages	1		
Total Arts (Letters)	6	2	1
Faculty of Business, Economic & Social Studies			
Business, Economic and Social Studies	2	2	3
Social Work		1	
Sociology and Social Policy			
Total Business, Economic & Social Studies	2	3	3
Faculty of Engineering & Systems Sciences			
B.A Computer Science	2	1	2
B.Sc. Computer Science (Evening)			
Engineering	4	5	3
Management Science and Indus Sys Stud	1	2	1
Information & Communications Technology	1	2	
Total Engineering & Systems Sciences	8	10	6
Faculty of Health Sciences			
Clinical Speech and Language Studies		1	
Dental Science	3	4	4
Human Nutrition			
Medicine	8	2	1
Occupational Therapy			1
Therapeutic Radiography			
Physiotherapy			
Total Health Sciences	11	7	6
Faculty of Science			
Human Genetics		2	1
Mathematics	3	2	2
Natural Sciences	6	3	4
Pharmacy		1	2
Theoretical Physics	4	4	5
Computational Physics/Chemistry		3	
Total Science	13	15	14
Multi-Faculty			
Business Studies and a Language	1	1	
Computer Science,Linguistics and a Lang.	1		
European Studies		2	
History and Political Science		1	
Law and French			1
Law and German		2	
Philosophy and Political Science		1	1
B.Sc. Business & Information Technology			
Two-subject Moderatorship	4	3	7
Total Multi-Faculty	6	10	9
Grand Total	50	50	43

Table D3 - External Examiners appointed to examine during 1999/00

Faculty	Republic of Ireland	Northern Ireland	England	Scotland	Wales	Other	Total	No. of Reports Received
Arts (Humanities)	7	1	11	3	1	0	23	17
Arts (Letters)	0	1	11	8	1	1	22	20
Business, Economic & Social Studies	0	2	11	1	0	2	16	13
Engineering & Systems Sciences	3	3	2	1	0	0	9	6
Health Sciences*	13	5	27	1	3	7	56	29
Science	0	2	15	4	0	1	22	20
TOTAL	23	14	77	18	5	11	148	105
Percentage	16%	9%	52%	12%	3%	7%	100%	71%

*Excludes Local Examiners

41

Table D4: Degrees Conferred 1990 -1999

	1990		1991		1992		1993		1994		1995		1996		1997		1998		1999	
	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia
Primary Degrees																				
Moderatorships	534	30	563	31	638	50	644	49	755	40	847	51	809	37	848	54	839	40	932	38
Bachelor in Arts	224	24	213	14	237	12	242	12	265	12	252	16	253	22	286	15	272	14	269	10
Other Primary Degrees TCD	694	28	695	29	691	12	670	19	849	25	786	35	883	23	890	26	986	25	921	37
DIT	462	68	507	43	530	62	600	84	685	99	650	127	805	158	719	129	841	114	833	96
Total Primary Degrees	1914	150	1978	117	2096	136	2156	164	2554	176	2535	229	2750	240	2743	224	2938	193	2955	181
Higher Degrees																				
Master in Arts	131	107	82	98	446	202	74	93	59	89	60	102	54	98	46	100	74	92	96	77
Master in Arts *(jure officii)*	11	0	7	0	6	0	5	0	7	0	12	0	9	1	6	0	7	0	6	0
Other Masters	203	45	236	36	282	47	255	48	313	61	350	55	393	68	341	73	399	70	492	87
Doctors	80	20	92	7	109	11	71	10	84	6	107	17	126	10	136	10	143	12	130	10
Total Higher Degrees	425	172	417	141	843	260	405	151	463	156	529	174	582	177	529	183	623	174	724	174
Sub Total	2339	322	2395	258	2939	396	2561	315	3017	332	3064	403	3332	417	3272	407	3561	367	3679	355
Grand Total	2661		2653		3335*		2876		3349		3467		3749		3679		3928		4034	
Number of Ceremonies	19		23		26		24		25		26		28		30		31		31	

42

INTERIM REPORT ON

FACULTY CONSIDERATION OF BROAD CURRICULUM

Michael Laver

PREFACE

The following document presents a synthesis of Faculty responses to the Council policy on the Broad Curriculum, discussed at three meetings of Academic Affairs Committee. Recommendations 1 – 7 synthesize written faculty responses. Recommendations 8 – 10 derive from discussions, some of them rather brief, at Academic Affairs Committee of issues not dealt with systematically in Faculty responses.

THE NEED FOR A POLICY ON THE BROAD CURRICULUM

The responses of faculties to the Council policy on the Broad Curriculum clearly indicate that the document has received careful and extensive consideration at department and faculty level and that many of those concerned have taken time to think seriously about the issues raised.

The responses also indicate a wide measure of agreement with the substantive educational objectives set out in the Council policy on the Broad Curriculum. There is no fundamental dissent from any of these.

The main point of disagreement concerns the intrinsic need for a Council policy on the Broad Curriculum. Four faculties explicitly welcomed the document and found that it stimulated valuable discussion on their curricula, many of which already achieved many of the objectives of the broad curriculum – these are the Faculties of Science, Engineering and Systems Sciences, BESS and Health Sciences. The Faculty of Engineering and Systems Sciences in particular commented on they way in which discussion of the Council policy helped it to explore less explicit parts of its curriculum.

The two Arts faculties take a quite different view – that there is no need for a Council policy setting out College-wide curriculum objectives for all faculties that the Arts faculties consider themselves already to be fulfilling. The position is stated in forthright terms by the Dean of Arts (Letters), who argues that the Council policy 'is not much more than a restatement, at a crushing level of obviousness, of what we already do'. It is clear from subsequent statements that the 'we' in question is the Faculty of Arts (Letters) as opposed to the College as a whole. The Faculty concludes its rejection of the need for such a policy with the statement that 'Arts (Letters) is, without complacency, fairly satisfied with what it teaches and how it teaches it'. Both Arts faculties clearly took the Council policy as, in the words of Arts (Humanities), 'a criticism of their dedicated and professional efforts' or, in the words of Arts (Letters), 'a criticism of what is at present, routinely in Arts (Letters), achieved'.

DIFFERENCES OVER SUBSTANTIVE CURRICULUM OBJECTIVES

The main area of faculty dissent from the substantive educational objectives of the Council policy relates to numeracy. A 'fairly general attitude' in Arts (Letters) is that departments 'fail to see how the presentation of information in numerical and statistical form is relevant to teaching' and that students come from school with sufficient levels of numeracy for what is needed in Arts (Letters). This was also the case in some areas in Arts (Humanities) and there was little support in the Arts Faculties for making specific provision for achievement of this objective, particularly if it were to displace other material from the curriculum.

The Faculty of Arts (Letters) also felt that insufficient attention was paid in the wording of the Council policy to the interaction between ideology and ethical responsibility. No faculty dissented from the view that ethics and ideology are intimately related, although a number of other faculties must already deal at a practical level with more specialized matters of professional ethics. The difficulty of agreeing the original draft of the Council policy in relation to ethical responsibility, however, does indicate that detailing and implementing a substantive policy in this area will raise complex issues.

ACHIEVING THE OBJECTIVES OF THE BROAD CURRICULUM

Setting on one side the issue of whether the College as a whole needs a curriculum policy designed to fulfil objectives that certain faculties are 'fairly satisfied' they are already fulfilling, and subject to the exceptions noted in the previous section, there is little dissent from the substantive objectives set out in the Council document.

Faculty responses are for the most part concerned with the extent to which these objectives are being achieved within their present curricula, with the scope for improvement, and with the resources needed to achieve the improvements they wish to introduce.

Learning in small groups

Every faculty feels that it already achieves many of the curriculum objectives of the Council document to a greater of lesser extent. Every faculty also agrees with the observation in the Council policy document that many curriculum objectives are best achieved by how a course is taught, rather than the substantive course content. All thus come to similar conclusions about the central role of small group learning in achieving curriculum objectives within the type of university system of which Trinity is a part.

This leads to a very strong view that the main resource implication of the Council policy is the need for additional resources to promote a greater degree of small group learning. These resources have two key components – small group teachers and small group teaching rooms – both of which are in chronic short supply in College at present.

This suggests the following two recommendations in relation to the role of small group learning in achieving the objectives of the broad curriculum:

1. The allocation of capital resources in College should play close attention to the need to provide sufficient teaching rooms to allow faculties to achieve their broad curriculum objectives in relation to small group learning.

2. The allocation of teaching resources in College, whether to pay budgets or to full-time teaching staff, should play close attention to the need to provide sufficient teachers, whether tutors, demonstrators or lecturers, to allow faculties to achieve their broad curriculum objectives in relation to small group learning.

The first recommendation will involve a fundamental rethinking in how new capital projects are planned within College. It was widely felt that the unavailability of rooms for small group teaching is a major obstacle to the fulfillment of broad curriculum objectives. There is also a widespread view that recent capital developments have not provided sufficient rooms for small group teaching to allow broad curriculum objectives to be achieved.

The second recommendation will involve hard choices in relation to the balance between resources allocated to pay budgets – typically used to employ relatively large numbers of part-time staff involved in small group teaching – and resources allocated to the employment of full-time academic staff. There is no doubt that a given sum allocated to the

pay budget generates far more hours of teaching contact than the same sum allocated to a full-time academic engaged in teaching, research and administration. This leads to the following recommendations:

3. When additional teaching resources are made available for the achievement of broad curriculum objectives, these should mainly be directed to part-time pay rather than to full-time academic staff.

4. When additional resources are made available for part-time staff, then it will be important to ensure that resources are also available for the appropriate training of graduate students and other part-time staff to enable these more effectively to achieve the objectives of the broad curriculum.

One way to combine the College's desire to build a stronger research profile with its objectives in relation to the broad curriculum would be to develop a more coherent and comprehensive view of the role of postgraduate research students. Many of these are involved in part-time undergraduate teaching at the moment, typically on an *ad hoc* basis. The desire for a more coherent role for postgraduate teachers leads to the following recommendation:

5. Consideration should be given to the creation of postgraduate teaching fellowships structured along the lines of those offered by major US postgraduate schools. These would allow more generous support for research students, at the same time as providing a cohort of small-group teachers who could be systematically recruited and trained to a high standard. Almost everyone would benefit from such an arrangement.

Language provision
All faculties agreed in principle that students not taking a second language as part of their programme of study should be given an opportunity to do so, as is currently the case, for example, in the Science and BESS faculties. It was agreed that such courses should be an integral, though not compulsory, component of all programmes of study. It was noted that the issue of overload would also have to be addressed under this heading. This suggests the following recommendation:

6. All faculties should investigate the resource and timetabling implications of making it possible for all undergraduates to follow a course in a second language should they choose to do so. College should then direct its future fundraising activities towards meeting this level of provision.

Information Technology
Nearly all faculties commented on the desirability as a curriculum objective of making IT resources widely available to students. The main current obstacle to this is one of available resources. This suggests the following recommendation:

7. All faculties should specify the level of IT provision for undergraduates that they feel is required in order to achieve their curriculum objectives, both broad and specialist. College should then direct its future fundraising activities towards meeting this level of provision.

Breadth of reading

Council's policy on the broad curriculum recommends that explicit consideration be given to offering students the structured opportunity to read and reflect as widely as possible *outside* their particular area of specialisation, possibly by the provision of College-wide courses in certain areas of the Sciences and Humanities. Most Faculties did not consider this explicitly in their responses, but subsequent discussion at Academic Affairs Committee did consider this matter. There was general agreement that the possibility of offering such courses to students *on a voluntary basis* be actively explored. This leads to the following recommendation:

8. Each Faculty should explore the possibility of mounting a course or courses, offered to all students in College, that presents important aspects of its disciplines to a wide College audience. Faculties should also explore the extent to which such courses could be substituted for other courses within existing curricula. The resource implications of offering such a course to a very high standard should be specified. College should then direct future fundraising activities to providing the resources for such courses.

Overload

All Faculties dealt implicitly with the issue of overload, when alluding to the difficulties of making space available within existing curricula for new broad curriculum initiatives. No Faculty is proposing to curtail teaching of existing specialist curricula to make such space available, so new initiatives will inevitably exacerbate existing problems of overload. Furthermore, existing over-stretched timetables act as a further constraint on innovation in this regard. The main opportunity to address the issue of overload arises when the specialist curriculum for a given course is being reviewed in a comprehensive manner. This implies the following:

9. When reviewing specialist curricula for academic programmes, explicit consideration should be given to ensuring that timetable overload does not impede the achievement of the objectives set out in the Council policy on the broad curriculum.

Michael J Laver
Senior Lecturer   *30th March 2000*
                                    (including amendments as at 28th June 2000)

Table F1: SCHEDULE OF ADACDEMIC DEPARTMENTAL REVIEWS 1998/99 - 2002/03

Academic Year	FACULTY					
	Arts (Humanities)	Arts (Letters)	Business, Economic & Social Studies	Engineering & Systems Science	Health Science	Science
1997/98	Music	English Classics Germanic Studies	Sociology		Laboratory Medicine Clinical Medicine Surgery CSLS	Pure & Applied Maths
1998/99	Philosophy History of Art	Spanish & Portuguese Russian	Social Studies		Obstetrics & Gynaecology	Chemistry Geography
1999/2000	Education	French Italian	Business Studies	Statistics	Anatomy Dental Science Paediatrics Pharmacology & Therapeutics	Microbiology School of Pharmacy
2000/01	Modern History Medieval History Law	SBCDTS	Political Science	Computer Science Mechanical & Manufacturing Engineering	Community Health & General Practice Occupational Therapy Physiotherapy Psychiatry	Genetics Zoology
2001/02	HBTS	Irish	Economics	Electronic & Electrical Engineering	Nursing & Midwifery Therapeutic Radiography Physiology	Botany Geology
2002/03	Music Pyschology	CLCS	Sociology	Civil, Structural & Environmental Engineering		Biochemistry Physics Pure & Applied Maths