



Undergraduate Studies Committee

A meeting of the Undergraduate Studies Committee will be held on **Tuesday, 23 January 2018** at **2.15-4.15pm** in the **Boardroom, Provost's House**.

AGENDA

Section A (Policy and Implementation)

1. **Minutes of the meeting of 12 December 2017** (encl.)
2. **Matters arising**
3. **Discussion on Global Relations Strategy and Intake Targets** VP Global Relations to attend
4. **Trinity Education Project**
 - a) **Nomenclature of Awards**, together with Memorandum from Chair of Sub-group 6, dated 18 January 2018 (encl.)
 - b) **Amendments to the Calendar**, TEP Project Officer to attend
 1. Objectives of the Moderatorship, together with Memorandum, dated 18 January 2018 (encl.)
 2. General Regulations, together with Memorandum, dated 18 January 2018 (encl.)
 - c) **Approved Modules**, discussion led by the Senior Lecturer/Dean of Undergraduate Studies
 - d) **Assessment Resources**, Memorandum from Senior Academic Developer and Education Support Officer, Trinity Teaching and Learning, dated 18 January 2018 (encl.)
 - e) **Derogations for Progression and Awards from School of Nursing & Midwifery**, dated 18 January 2018 (encl.)
5. **Academic Registry Annual Report 2016/17**, Director of Academic Registry to attend (encl.)
6. **Any other business**

Section B (Minutes)

Section C (For information)

1. **Revised Hong Kong Diploma of Secondary Education (HKDSE)**, updated 8 January 2018 (encl.)
2. **Updates to Conversion Tables**, together with memorandum from Vice-President for Global Relations, 8 January 2018 (encl.)
3. **Guidelines on Permitting Students with a Disability to Record Lectures** (encl.)



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

A meeting of the Undergraduate Studies Committee was held on 12 December 2017 at 2.15pm in the Boardroom.

Present: Professor Gillian Martin, Senior Lecturer/Dean of Undergraduate Studies (*Chair*)
Ms Patricia Callaghan, Academic Secretary
Professor Aidan Seery, Senior Tutor
Professor Kevin Mitchell, Associate Dean of Undergraduate Science Education
Professor Kristian Myrseth, School of Business
Professor Paula Colavita, School of Chemistry
Professor Mike Brady, School of Computer Science and Statistics
Professor Nicholas Johnson, School of Creative Arts
Professor Derek Sullivan, School of Dental Science
Professor Stephen Minton, School of Education
Professor Alan O'Connor, School of Engineering
Professor Alice Jorgensen, School of English
Professor Rachel Moss, School of Histories and Humanities
Professor Rachael Walsh, School of Law
Professor Pauline Sloane, School of Linguistic, Speech and Communication Sciences
Professor Joe Harbison, School of Medicine
Professor Naomi Elliott, School of Nursing and Midwifery
Professor John Walsh, School of Pharmacy and Pharmaceutical Sciences
Professor Paul Eastham, School of Physics
Professor Elizabeth Nixon, School of Psychology
Professor Cathriona Russell, School of Religions, Peace Studies and Theology
Professor Mark Hennessy, School of Natural Sciences
Professor Stephen Matterson, Director of TSM
Professor Michael Wycherley, School of Social Sciences and Philosophy
Professor Philip Curry, School of Social Work and Social Policy
Ms Alice Mac Pherson, Education Officer, Students' Union

Apologies: Professor Kevin O'Kelly, Dean of Students
Professor Derek Nolan, School of Biochemistry and Immunology
Professor Frank Wellmer, School of Genetics and Microbiology
Professor Rachel Hoare, School of Languages, Literatures and Cultural Studies
Professor Vladimir Dotsenko, School of Mathematics
Ms Siobhán Dunne, Library Representative
Ms Sally Anne McCarthy, Student Representative

In attendance: Ms Marie McPeak, Trinity Teaching & Learning; Dr Alison Oldam, Director of Student Services;
Ms Orla Bannon for USC/17-18/27; Ms Leona Coady, Director of Academic Registry for
USC/17-18/030a; Ms Mary McMahan, Trinity Education Project for USC/17-18/030

The Senior Lecturer/Dean of Undergraduate Studies opened the meeting with an acknowledgement that there were some issues with BoardPad circulation and to thank members for their presence and participation throughout term. The Secretary noted apologies.

USC/17-18/025 Minutes of the meeting of 21 November 2017

There was one correction regarding attendance to the minutes, Prof Rachael Walsh noted that she had been in attendance at the previous meeting.

The minutes were approved.

USC/17-18/026 Matters arising

USC/17-18/020 Legal opinion regarding the ownership of performance and the distribution of lectures had been sought and Professor Eoin O'Dell, the School of Law, provided this. The opinion stated that performance of lectures falls under Intellectual Property rights and is therefore owned by the College.

The opinion confirmed that where a student contravenes the Calendar regulation and distributes recorded lectures while registered in the College, it becomes a disciplinary matter and is brought to the Junior Dean. If a former student or graduate of the College is found to distribute recorded lectures, then an injunction could be sought.

The Reasonable Accommodation Policy for Students with Disabilities was discussed at the recent Graduate Studies Committee and there will be a further meeting between the Dean of Graduate Studies, the Senior Lecturer/Dean of Undergraduate Studies, and the Director of the Disability Service to ensure that any changes are incorporated into the policy before it is brought to Council in January.

USC/17-18/021 The Senior Lecturer/Dean of Undergraduate Studies approached the Vice-President of Global Relations on Non-EU intake quotas and the management of incoming student numbers. Global Relations Office noted that currently quotas are not in place, but that there are targets for incoming Non-EU students. These targets had been agreed during previous iterations of the Global Relations Strategy (GRS) and it is expected that incoming student numbers will be discussed as part of the next iteration of GRS. The Vice-President of Global Relations will be invited to the next Undergraduate Studies Committee meeting.

USC/17-18/022a A proposal for the Academic Year Structure for Supplemental and Special Examinations 2017/18 went forward to the Graduate Studies Committee. Members at GSC concurred with USC, favouring Option B due to the provision of two extra working days to support processing examination results. Option B will, therefore, go forward to the next meeting of Council in January.

USC/17-18/022b For ease of access, all teaching resources relating to the Trinity Education Project have been consolidated into one document, which is available on the TEP website. 'Teach Meets' have been publicised and it is planned to host some within the Faculties at the beginning of Hilary Term.

The Workload and Assessment Mapping Tool has also been published on the TEP website. The Senior Lecturer/Dean of Undergraduate Studies extended thanks to members who contributed module outlines.

USC/17-18/022d A proposal for the award of Gold Medals had been presented to the TEP Steering Committee for discussion. The Senior Lecturer/Dean of Undergraduate Studies invited the Chair of Sub-group 6, who previously spoke to this item, to provide an update. The Steering Committee supported the view that marks achieved at re-assessment should count toward the award of Gold Medal, particularly in the spirit of encouraging students to engage in areas outside of their core curriculum. The Steering Committee also suggested that the minimum overall degree mark for the award of a Gold Medal be revised to 75-80. Further discussion around the criteria will take place in order to reflect the new exit opportunities available to students such as major with minor.

Several members indicated that a minimum overall degree mark of 75-80 would be too high for their School. Another member suggested that this issue could be remedied by employing more of the available range in the marking scheme and that this should be discussed further. The Senior Lecturer/Dean of Undergraduate Studies noted that a First Class Honors degree and a Gold Medal are two distinct achievements and that the threshold to achieve a Gold Medal should be higher than '70', which marks a first-class performance. In 2016/17 there were 39 more medals awarded than in the previous academic year.

Several members had discussed the proposed criteria within their Schools and there was great resistance to the inclusion of re-assessment. Another member reiterated that it would be unfair that a student who achieved a pass would not have an opportunity to be re-assessed and perhaps be eligible for a Gold Medal.

The Senior Lecturer/Dean of Undergraduate Studies suggested that Sub-group 6 consider the feedback received from members and that a proposal be brought back to USC with a view to finalising the criteria for Council submission in February.

USC/17-18/027 Trinity Laidlaw Research and Leadership Scholars Programme

A document on the Trinity Laidlaw Research and Leadership Scholars Programme had been circulated, together with a memorandum from the Director of Careers, dated 8 December 2017.

The Director of Careers was welcomed to the meeting for this item.

The Director noted that information on the Laidlaw Research and Leadership Scholars Programme had previously been presented to USC at its meeting of 10 October 2017. Since that time, representatives from the University of Oxford and University of St Andrews had met those involved in the programme at Trinity, sharing their knowledge, experience and learning as existing participants in the Laidlaw Research and Leadership Scholars Programme. A workshop was held on 3 November 2017, where academic staff and students from Trinity collaborated with staff from the University of Oxford to inform the development of the structure and implementation plan for the Trinity approach to the programme.

Acknowledging concerns expressed by USC members at the October meeting, the Director confirmed that the gift letter specifies that the component of the programme pertaining to the research programme must be comprised of two 5-week periods of research carried out over two consecutive summers. Laidlaw Scholars will receive a stipend of €550 per week for the period of their research project. A travel fund will also be available to support Scholars whose research requires travel outside Trinity – Oxford and St Andrews indicated that some participants availed of the opportunity to travel to partner sites of their research supervisor. A payment of €700 for each Laidlaw Scholar is payable to the research supervisor to meet incidental costs and/or towards their continuing professional development.

It is hoped that the recruitment of Scholars will run from late January 2018 with the award of places taking place in March or early April. The Leadership programme events are expected to commence in June.

The proposed eligibility requirements are based on best-practice and ensure that participation in the programme does not impact on a student's final year through targeting students in year two of a 4-year undergraduate degree programme or those in year two or three of 5-year undergraduate or integrated masters programmes. The application process seeks to highlight the development of research and leadership skills by requiring applicants to identify their own projects, to approach potential research supervisors directly, and to engage in their own development through reflection. The Director is in contact with Academic Registry to explore whether participation on this programme might be included as part of a student's academic transcript.

The recent appointment of the Student Employability Officer will support the lifecycle of the process and ensure compliance with reporting and communications requirements. At the end of each cycle, scholars will write a research report of up to 3000 words and create a short video clip, reflecting on their scholarship experience. Scholars will also produce a poster explaining their research project, which will be displayed at the final Laidlaw Scholars 2018 event to be held in October 2019 and will be a public event open the wider College community.

The Director noted that there is extensive rollout of the scholarship programme across the globe, providing opportunities for networking and development to all involved. The Director sought input from members on panel membership, timelines, the development of the Leadership Programme and communications plan.

The Senior Lecturer/Dean of Undergraduate Studies indicated that the link between research and leadership could be made more explicit in the documentation and should incorporate an awareness of student ability at this stage in their education. Aspects of the Leadership Development Programme may need to be delivered externally to ensure participants are able to learn and develop leadership skills outside of the research supervisor-student relationship.

In response to a member's query on why the award would be included on a participant's transcript, the Director indicated that the benefactor, Lord Laidlaw, sees the programme as an international benchmark for excellence in research and leadership. She also noted that other participating institutions had implemented this aspect.

A member suggested moving the deadline for submission of applications to one week later as this would allow applicants to make use of the reading week.

The Senior Lecturer/Dean of Undergraduate Studies and a number of members felt that self-awareness or self-knowledge should be used in place of self-leadership in the documentation. Members also felt that the membership of the review panel should be benchmarked against current practice at other participating Universities.

Subject to the amendments proposed at the meeting and consideration of information regarding review panel membership at other Universities, USC recommended that the implementation plan be brought to Council for approval.

USC/17-18/028 Nursing & Midwifery Revised Undergraduate Curricula Proposal

A document on the Nursing & Midwifery Revised Undergraduate Curricula had been circulated, together with a memorandum from the Director of Undergraduate Teaching & Learning for the School of Nursing and Midwifery, dated 5 December 2017.

The Director indicated that the School of Nursing and Midwifery had undertaken a review of the BSc (Cur) in General Nursing, Mental Health Nursing and Intellectual Disability Nursing, the BSc (Cur) Children's and General Nursing and the BSc (A.Obs) in Midwifery programmes as a result of new education standards and requirements published by the Nursing and Midwifery Board Ireland (NMBI) to take effect in all Nursing and Midwifery programmes in Ireland by September 2018. With these revisions the curriculum will also align with the Trinity Education Project graduate attributes.

Further explanation was provided around the programme and module learning objectives, which utilise verbs that are consistent with those employed by the NMBI and professional practitioner programmes. In recognition that the clinical placement module in final year requires contact hours that exceed what would be considered normal practice for the awarding of 30 ECTS, the Director explained that the placement and hours are a prerequisite for registration with the NMBI and students receive more than the ECTS for this contact as it is a paid placement, which contributes to the manpower planning of the Health Service Executive (HSE).

The Director indicated that the NMBI requires a submission for each course by 23 February 2017 and that details of the curricula revisions are accompanied by reports on programme

governance and resources. Submissions must be approved by the College prior to submission to the NMBI.

The review has led to the introduction of more interdisciplinary modules and more modules of 10 ECTS. Increasing the size of modules to 10 ECTS has led to a reduction of the number of overall modules and assessments which is in line with recommendations from external examiners. A new module entitled 'Electives for Nursing & Midwifery' will enable students to broaden their learning in 2nd and 3rd year of their programme.

In response to a member's query regarding the definition of interdisciplinary and interprofessional learning in the documentation, the director clarified that the NMBI treat Midwifery and Nursing as separate professions. Members from the Faculty of Health Sciences indicated that there is interprofessional learning between schools and programmes, though it is challenging to find times suitable to all students in the healthcare disciplines.

The Senior Tutor queried how students admitted on the old course, but who may need to go off books or repeat a year, would be managed. The Director advised that they have established a group within the School which is looking at curriculum mapping and how best to manage these issues if they arise.

Several members queried whether the forthcoming Trinity Electives would be incorporated into the programme architecture or whether the nursing and midwifery electives could be opened up to a wider student population. The Director indicated that the School is open to this provided it fits into the timetable, noting that some students in Nursing & Midwifery currently undertake modules in the Broad Curriculum.

It was acknowledged that the School employed an appropriate range of assessments on the revised curricula. In response to a comment on the level of learning outcomes, the Director indicated that as part of the new requirements there are yearly learning outcomes, which is meant to enable greater mobility for students on nursing and midwifery courses throughout the European Union.

The Senior Lecturer/Dean of Undergraduate Studies advised members that USC was being asked to recommend the proposals to Council. However, in light of the fact that they are not new course proposals, rather revisions to existing curricula, and that each proposal will undergo rigorous external review by various bodies once approved by Council, including the Education and Training Committee, she proposed that it would not be necessary to send them out for additional external review prior to submission to Council.

USC agreed to recommend that these revisions go forward to Council without the need for an external review due to the robust review processes within the NMBI.

USC/17-18/029 Revised Hong Kong Second-Level Examinations and Minimum Admission Requirements

A memorandum on revisions to minimum admission requirements for applicants presenting with the Hong Kong Diploma of Secondary Education (HKDSE) had been circulated, dated 12 December 2017.

The Senior Lecturer/Dean of Undergraduate Studies opened the discussion with an apology for the late submission of the memorandum, indicating it was a matter that requires resolution as soon as possible in order to support the international recruitment cycle for 2018-19.

The Global Relations Office had requested that Academic Registry perform a review of the admissions requirements for students presenting results from the Hong Kong Diploma of

Secondary Education (HKDSE), specifying that Trinity currently requires 3 electives, while most students in Hong Kong will choose to take only 2 electives. It was also put forward that the levels set for minimum entry requirements were high when viewed alongside comparator third-level institutions.

It was proposed that instead of the current minimum requirement of 4 core subjects at level 3 or above plus 3 elective subjects at level 5 in the HKDSE, prospective students would continue to be required to present six subjects to include English, mathematics and a language other than English. Within the six subjects a minimum of three core subjects must be at level 4 or above and two elective subjects at level 4 or above. It was noted that Level 4 in another language may be accepted in lieu of Core Chinese to satisfy minimum entry requirements.

The proposed admissions requirements were benchmarked against peer-Universities, such as University of Warwick and University of Birmingham.

Members queried if it was possible to review how students from Hong Kong had performed while at Trinity, the Senior Lecturer/Dean of Undergraduate Studies noted that she did not have this information. Also, due to low recruitment levels from Hong Kong to date it would be difficult to use the information to establish a standard for admission. In response to another member's query, it was clarified that international admissions requirements are matched against Leaving Certificate and A-level requirements for matriculation.

In response to a member's suggestion that a number of non-EU students in recent years have presented with excellent written English, but had difficulty in verbal exchanges, the Senior Lecturer/Dean of Undergraduate Studies acknowledged that this raised broader questions surrounding the efficacy of the IELTS examination for English language assessment and she pointed to work being undertaken by Professor Sarah O'Brien in the School of Linguistic, Speech and Communication Sciences in the context of the summer pre-session course on development of Trinity-specific assessments.

The Senior Lecturer/Dean of Undergraduate Studies informed USC members that she was seeking further clarification on setting Level 4 as a minimum entry requirement. Unusually, in light of the time sensitivity of the issue, she was requesting that USC approve that the proposed revisions to the admission requirements for 2018-19 be brought to Council, incorporating any amendments arising from this clarification. The item with any amendments will then be brought back to USC in January for noting.

USC/17-18/030 Trinity Education Project

a) Proposals for the Scheduling of Examinations from 2018/19

A memorandum setting out eleven modelled options for the scheduling of examinations in the new Academic Year Structure, commencing in 2018/19, had been circulated from the Director of Academic Registry, dated 7 December 2017.

The Director presented the analysis undertaken within the Academic Registry to assess the introduction of the new academic year structure in 2018/19 and semesterised examinations. The new structure suggests that end of semester examinations should be conducted over six or seven consecutive days, excluding Sunday. The variables in each of the modelled options incorporate the six or seven day examination period, as well as the number of examination sessions possible per day. A number of assumptions had been made in modelling the options, including that there would be no rescheduled examinations within a session, that a balanced distribution of student workload including assessment across both semesters would exist and that external venues would be available for use in both semesters.

In 2016/17 there were over 79,000 examination sittings over a four week period. For the purposes of modelling, this number was divided evenly between the first and second semester examination periods. It was established that two examination sessions per day would not be sufficient over the proposed six or seven day examination period. Through running examinations from 9am to 9pm up to 6 or 7 examination sessions could be held each day. Of the 11 options presented, the Director felt that options I & J were the most workable. The Senior Lecturer/Dean of Undergraduate Studies stressed that the options and modelling presented are based on the status quo and it is expected there will significant changes to the number of examinations as the Trinity Education Project is implemented. It was also emphasized that this was very much a first attempt at modelling.

Members felt that there are more elements to consider before establishing the best model for the examination schedules. One member noted that the division of larger credit modules into smaller credit modules may lead to double the number of examination sittings, but decreased examination duration. Another member noted that where examinations of varying durations were held in the same venue this was quite disruptive to other students and items such as travel-time between venues and contingency for issues with examination papers should also be taken into account. Cross-compatibility for electives, as well as the diversification of assessment and the use of event-based assessments, such as School scheduled performances and presentations within the examination period, are other items for consideration. Other concerns expressed by members indicated that running examinations up to 7pm is reasonable, but that 9pm would have a severe impact on students with caring duties or who live outside of Dublin city. Members indicated that cross-compatibility requirements for electives may also impact available sittings.

The Director noted, that until such time as Schools and Course Offices have defined their semesterised curricula and assessments, it is not possible to model workable solutions. A request for each programme's module size, occurrence and assessment will be sent to schools from the Academic Registry in January with details to be returned no later than March.

Some members expressed the view that colleagues may be hesitant to make significant changes to assessment modalities during an academic year in which so much change will be occurring and others felt that having to decide upon assessments in March for the whole of 2018/19 may be counterproductive in terms of encouraging progress toward fewer summative examinations.

The Senior Lecturer/Dean of Undergraduate Studies asked members whether it would be more helpful if the assessment requirements from TEP were more prescriptive; for example, specifying the length of examination for a 5 or 10 ECTS credit module. Views on this were mixed.

Discussion of this item will continue at future meetings of USC.

b) Nomenclature of Awards

A memorandum from the Chair, TEP Sub-group 6: Progression and Awards, Fixed Timetable, Learning Spaces Design had been circulated, dated 8 December 2017.

The Chair reported that the sub-group had considered the nomenclature of degree awards within the context of the new programme architecture and the new progression and awards regulations. The new programme architecture approved in 2015/16 [CL/15-16/203 (ii)] and being implemented on a phased basis starting in 2018/19 introduces different programme pathways by which students may reach their degree award.

The common architecture is predicated on a programme comprised of a two-year freshman cycle followed by a two-year sophomore cycle. The award of the final degree is governed by completion of foundation modules and by the amount of accumulated credit in the sophomore years at the appropriate academic level.

During the course of discussions at the Progression and Awards subgroup of Strand 1 in 2016/17, and more recently by Sub-group 6, it was agreed that no changes were required to the award titles for graduates from Single Honors programmes; Multidisciplinary programmes; Professional programmes or Clinical programmes.

However, in relation to Major with Minor and Single Honors with Minor, it is proposed that they be merged into one award – Major with Minor. This is based on a comparison between the two paths which illustrates a minor difference in the award requirements. A Major with Minor degree will be awarded where one subject at entry (major) is studied continuously over the course of the four years of the programme and a second subject (minor) is studied continuously over at least three years of the programme. A student would need to achieve a minimum 60 ECTS in Subject 2, with a minimum 20 ECTS at level 3 or above in the subject. The degree will be awarded as ‘Subject 1 **with** Subject 2’.

In order to attain a Joint Honors degree it is proposed that a student would study two subjects continuously over the course of the four years of the programme, obtaining a minimum of 100 ECTS in Subject 1 and Subject 2 and a minimum of 50 ECTS in Subject 1 and Subject 2 in sophomore years at level 3/4. The degree will be awarded as ‘Subject 1 **and** Subject 2’.

Further recommendations in relation to the awarding of Science degrees were also proposed. Currently, the subject area of the Moderatorship is not included on the degree parchment. It is proposed that, in future, the named Science subject is included on the degree parchment as is the case in the Faculty of Arts, Humanities and Social Sciences; however it will differ slightly in that it will continue to reference that the award is B.A. (Mod.) in Science – Subject.

Within the new programme architecture, the calculation of the degree award is based on the results from the JS year (30%) and the SS year (70%). The final recommendation of the memorandum proposes that the results from the JS year in Moderatorship programmes be referred to as Moderatorship Part 1 and from the SS year as Moderatorship Part 2.

In response to a member’s query on the possibility of a student achieving a minor while on a professional degree programme, the Senior Lecturer/Dean of Undergraduate Studies noted that in previous discussions with Schools involved in the delivery of professional courses there had been little to no appetite for this option, but that it could potentially be revisited in the future

Several members noted that clear and specific information would need to be made available to students with regard to their options within the new programme architecture and awards available to them. This would reduce the risk that a student could find themselves in a situation where they were not eligible for any award after 4 years. A suggestion that Academic Advisors, who would support students with these choices, may be a potential solution. Another member suggested that programme architectures could be built into online module registration, alleviating the need for advisors.

The Director from the School of Law asked that very clear information on the differing requirements for obtaining the professional qualification of LLB and a Single Honors award in Law where a student initially entered via a Joint Honors programme be provided.

Several members queried if the nomenclature for Science programmes should simply change to BSc as opposed to the BA; however, it was pointed out in response that there had been little support for this option previously.

USC supported that the recommendations go forward to Council. Clarification on the query from the School of Law should be obtained.

c) Update on Non-Satisfactory Attendance

The Chair, TEP Subgroup 6: Progression and Awards, Fixed Timetable, Learning Spaces Design provided an update on the Non-Satisfactory Attendance Policy.

The Chair noted that Subgroup 6 discussed the Non-Satisfactory Attendance and Coursework policy. Available information suggests that the non-satisfactory attendance policy had only been invoked on a few occasions in recent years, i.e., a discipline had sought to have a student prevented from presenting for examinations on the basis of not fulfilling attendance requirements.

A number of points arose from the discussions at Subgroup 6. Overall it was felt that the policy is seen as a useful deterrent to keep students engaged with their programme. However, initial recommendations suggest that it should be used on a module by module basis, where programmes define elements within modules/components that are essential to the student's education in the subject. A clear path for escalation and communication should also be established to ensure consistency is applied.

The Senior Lecturer/Dean of Undergraduate Studies suggested that the matter should be explored further with Schools through specific questions on their management of the policy with responses collated for further discussions at the next USC in January.

d) Revisions to Derogations of Council Approved Regulations

A document containing additional derogations to Council Approved Regulations was circulated to members.

The Senior Lecturer/Dean of Undergraduate Studies noted that these derogations are in addition to, and not revisions of, those circulated at the previous USC on 21 November 2017. The derogations included refer specifically to programmes in Nursing and Midwifery and Medicine and relate to non-compensation of modules. However, further information is expected from the School of Nursing and Midwifery on compensation within modules in light of the curriculum review process. The Senior Lecturer/Dean of Undergraduate Studies Committee requested that the derogations be recommended to Council with incorporation of the additional information from the School of Nursing and Midwifery and that the document return to a future meeting of USC for noting.

The USC recommended that the derogations go forward to the next Council meeting with clarification on the outstanding derogation matters. The item will then return to USC for noting.

e) Upcoming Matters

1. Broad Curriculum Transition
2. Approved modules

The Senior Lecturer/Dean of Undergraduate Studies provided a brief update on ongoing work in Sub-group 3: Trinity Electives and Approved Modules on managing the transition from Broad Curriculum to Trinity Electives.

She also reminded members that whilst the Guidelines for Approved Modules had been available since last May, there was little sense of activity 'on the ground' in terms

of identifying modules which could be opened up to students from other disciplines. It was now time to reactivate the discussion. She noted that Directors will be key in moving this forward and flagged that these items will be discussed more fully at the next Undergraduate Studies Committee in January.

USC/17-18/041 Minutes

USC noted the following minutes:

- 1. Minutes of the Marino Institute of Education Associated College Degrees Committee (MIE ACDC), Wednesday 10th May, 2017**



Internal Memorandum

To: Undergraduate Studies Committee

From: Trinity Education Project

Subject: **Progression and Awards – Nomenclature of awards in new programme architecture**

Date: 18 January 2018

Subgroup 6 of the Trinity Education Project - Progression and Awards, Fixed Timetable, Learning Spaces Design has considered the nomenclature of degree awards within the context of the new common architecture and the new progression and awards regulations.

The new programme architecture presents students with a number of opportunities to navigate a structured, but flexible pathway towards their final degree. The award of the final degree is governed by completion of foundation modules and by the amount of accumulated credit in the sophister years at the appropriate academic level.

Following discussion of the Nomenclature of awards at the USC meeting of 12 December 2017, this item was considered at the TEP Steering meeting held on 18 January 2018. The TEP Steering Committee supports the recommendations as outlined in the attached document.

USC is asked to note and approve the recommendations for the award of degrees within the new programme architecture. It is proposed to bring these recommendations forward to the next meeting of Council.

Subgroup 6 Progression and Awards, Fixed Timetable, Learning Spaces Design
Trinity Education Project



Trinity Education Project

Nomenclature of Awards in new programme architecture

Introduction

The new programme architecture approved in 2015/16 [CL/15-16/203 (ii)] and being implemented on a phased basis starting in 2018/19 introduces different programme pathways by which students may reach their degree award.

Programme Architecture

The proposed common architecture decouples programme entry routes from exit routes (awards). The architecture is predicated on a programme comprised of a two-year freshman cycle followed by a two-year sophister cycle which, intrinsically, determines the exit award. A student acquires 120 credits in the freshman, or foundation, years before progressing to their 120 credit sophister programme. The architecture presents students with a number of opportunities to navigate a structured, but flexible pathway towards their final degree. The award of the final degree is governed by completion of foundation modules and by the amount of accumulated credit in the sophister years at the appropriate academic level.

The basic principles of the common architecture include the following statements:

1. Students are required to have satisfactorily completed a minimum of 20 ECTS in academic level 2 modules in a given subject to be eligible to take academic level 3 modules in that subject, and
2. Students are required to have satisfactorily completed a minimum of 20 ECTS in academic level 3 modules in a given subject to qualify for an award in that subject.
3. Degree awards are a function of the number and level of credits accumulated in one or more subjects in the last two years of study [Progression and Awards Report to Council, 3 May 2017, CL/16-17/176 (ii)].

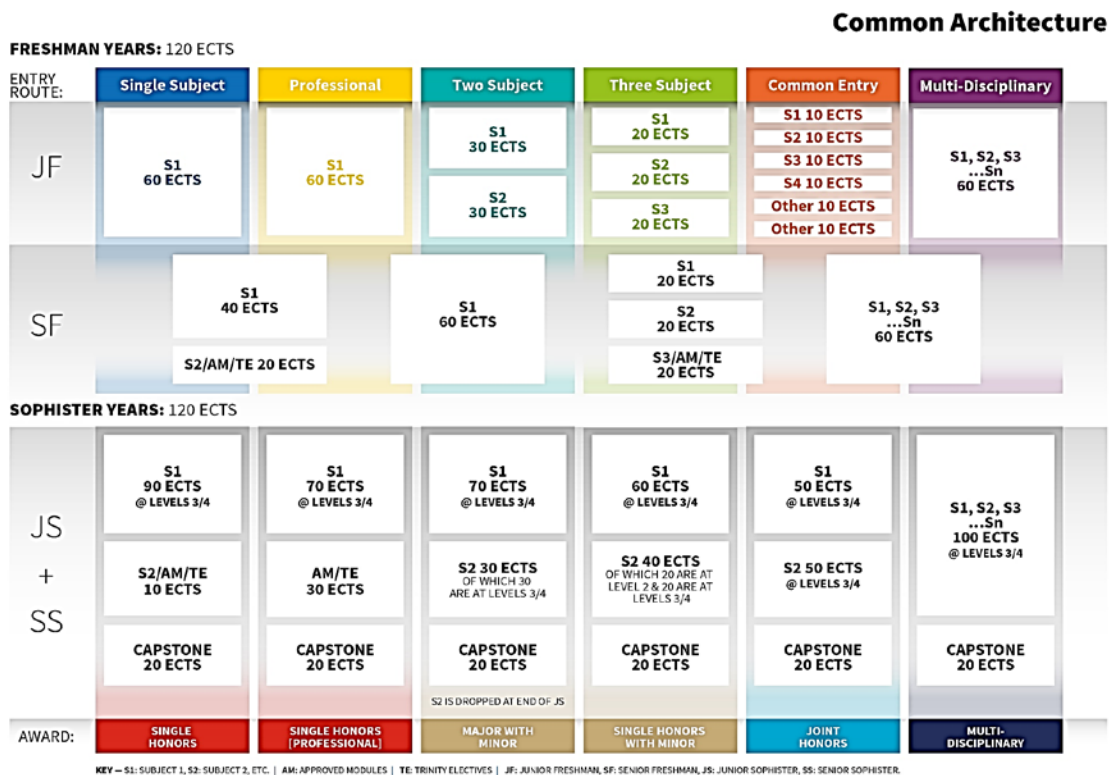
Programme Awards

The current structure of the common architecture provides for the following awards:

- Single Honors
- Single Honors (professional)
- Major with Minor
- Single Honors with Minor
- Joint Honors
- Multi-disciplinary
- Science (Moderatorships)
- Clinical degrees

The architecture provides students with the opportunity to change pathway during their degree programme within clearly defined parameters.¹

¹ Transfer of pathway does not normally apply in the case of professionally accredited programmes.



During the course of discussions by the Progression and Awards subgroup of Strand 1 in 2016/17 and more recently by Subgroup 6 Progression & Awards, Fixed Timetable, Learning Spaces Design it was agreed that no changes were required to the award titles for those graduates from:

- Single honors programmes;
- Multidisciplinary programmes (such as European Studies);
- Professional programmes;
- Clinical programmes.

However, within the approved common architecture, a student may be awarded one of the following degrees via a number of pathways and with variable accumulations of ECTS credits in each subject.

- Major with Minor
- Single Honors with Minor
- Joint Honors

Major with Minor award / Single Honors with Minor award

The proposed Major with Minor award is based on the Pattern B model within TSM. At the end of the JS year Subject 2 is discontinued and students proceed into their final year in Subject 1 only.

Since the approval of the common architecture, in June 2016, some confusion has arisen during discussions of the **Major with Minor** and **Single Honors with Minor** awards. The number of credits accumulated in the Sophister years of these pathways are very close (see examples below in Table 1):



Table 1: Comparison of ECTS credits accumulated in current architecture pathways towards a minor award.

Example of Two Subject entry to award of Single Honors with Minor			
	Sub 1	Sub 2	S3/AM/TE
JF	30	30	
SF	20	20	20
JS	40	20	
SS	40	20	
	130	90	20

Example of Two Subject entry to award of Major with Minor			
	Sub 1	Sub 2	S3/AM/TE
JF	30	30	
SF	20	20	20
JS	30	30	
SS	60		
	140	80	20

Subgroup 6 considered various calculations towards both awards (see further examples below in Table 2) and agreed that a single award, **Major with Minor**, which combines the current Major with Minor and Single Honors with Minor awards, should be recommended. The option to permit students to achieve a Major with Minor award whilst dropping a subject at the end of the Junior Sophister year should be maintained.

Recommendation 1:

It is proposed that the pathways towards a Major with Minor and Single Honors with Minor award are merged and are named **Major with Minor**.

Subject to agreement of the above recommendation the nomenclature for the emerging awards needs to be agreed.

Recommendation 2:

A **Major with Minor** degree² will be awarded where one subject at entry (major) is studied continuously over the course of the four years of the programme and a second subject (minor) is studied continuously over at least three years³ of the programme.

Min 60 ECTS in Subject 2, with a minimum 20 ECTS at level 3 or above.

The degree will be awarded as **Subject 1 with Subject 2**.

² The approved Curriculum Architecture regulations [Curriculum Principles and Architecture report to Council, 8 June 2016] require that: a minimum of 60 ECTS must be accumulated in Subject 2 for the award of a minor degree.

³ It may be possible for a student to study the minor subject over four years but they will not have achieved the minimum number of credits at the appropriate level to exit with a joint honors award.



Joint Honors award

Recommendation 3:

A **Joint Honors** degree will be awarded where the two subjects at entry are studied continuously over the course of the four years of the programme.

Min 100 ECTS in Subject 1 and in Subject 2 (subjects at entry); and
Min 50 ECTS in Subject 1 and Subject 2 in Sophister years at level 3/4.

The degree will be awarded as **Subject 1 and Subject 2**.

Science Degree Awards

Recommendation 4:

Currently the subject area is not currently included on the degree parchment for the award of a B.A. in Science programmes. It is proposed that the named Science subject (e.g. Chemistry) is included on the degree parchment as is the case in the FAHSS⁴ in the following format: B.A. in Science – {Subject}

Moderatorships

Recommendation 5:

Within the new programme architecture, the calculation of a degree award is based on the results from the JS year (30%) and the SS year (70%).

It is proposed that the results from the JS year in Moderatorship programmes be referred to as Moderatorship Part 1 and from the SS year as Moderatorship Part 2 (see list of current Moderatorship programmes below in Table 4).

Conclusion

The proposed scheme would simplify the requirements for various award categories by setting a minimum total ECTS and ECTS at level 3/4 for a second subject to reach “Minor” status and a higher level for it to reach “Joint Honors” status. It leaves open to disciplines how to construct their curriculum choices within the overall common architecture in order to offer students these options.

⁴ Confirmation is required that this will meet the requirements of the Teaching Council



Table 2: Examples of Architecture Pathways leading to a Major with Minor award or a Joint Honors award

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Table 3: Current and proposed exit routes for each entry route within the common architecture

Entry route	Current exit awards	Proposed exit awards
Single Subject	<ul style="list-style-type: none"> ➤ Single Honors ➤ Single Honors with minor 	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with Minor
Two subjects	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with minor ➤ Single Honors with minor ➤ Joint Honors 	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with Minor ➤ Joint Honors
Three subjects	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with minor ➤ Single Honors with minor ➤ Joint Honors 	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with Minor ➤ Joint Honors
Common Entry (e.g., BESS, PPES)	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with minor ➤ Single Honors with minor ➤ Joint Honors 	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with Minor ➤ Joint Honors
Multi-discipline (e.g., European Studies) ⁵	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with minor ➤ Single Honors with minor ➤ Joint Honors ➤ Multi-disciplinary 	<ul style="list-style-type: none"> ➤ Single Honors ➤ Major with Minor ➤ Joint Honors ➤ Multi-disciplinary
Professional (non-clinical) (e.g., Computer Science, Engineering)	<ul style="list-style-type: none"> ➤ Single Honors (Professional) 	<ul style="list-style-type: none"> ➤ Single Honors (Professional)

⁵ A multi-discipline entry route offers a multi-discipline exit route (award) when three or more subjects are studied in all years of the programme.



Table 4: List of current B.A. Moderatorship programmes

Faculty	Moderatorship Programme
AHSS	Ancient and Medieval History and Culture
AHSS	Catholic Theological Studies
AHSS	Classics
AHSS	Drama and Theatre Studies
AHSS	Early and Modern Irish
AHSS	Economic and Social Studies (BESS)
AHSS	English Studies
AHSS	European Studies
AHSS	History
AHSS	History and Political Science
AHSS	Middle Eastern and European Languages and Culture
AHSS	Music
AHSS	Philosophy
AHSS	Philosophy, Political Science, Economics and Sociology
AHSS	Political Science and Geography
AHSS	Psychology
AHSS	Sociology and Social Policy
AHSS	Two Subject Moderatorship
AHSS	World Religions and Theology
FEMS	Computer Science and Business
FEMS	Computer Science and Language
FEMS	Management Science and Information Systems Studies
FEMS	Mathematics
FEMS	Science: Biochemistry
FEMS	Science: Botany
FEMS	Science: Chemistry
FEMS	Science: Chemistry with Molecular Modelling
FEMS	Science: Environmental Sciences
FEMS	Science: Genetics
FEMS	Science: Geography
FEMS	Science: Geoscience
FEMS	Science: Human Genetics
FEMS	Science: Immunology
FEMS	Science: Medicinal Chemistry
FEMS	Science: Microbiology
FEMS	Science: Molecular Medicine
FEMS	Science: Nanoscience
FEMS	Science: Neuroscience
FEMS	Science: Physics
FEMS	Science: Physics and Astrophysics
FEMS	Science: Physiology
FEMS	Science: Zoology
FEMS	Theoretical Physics



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

INTERNAL MEMORANDUM

TO: Undergraduate Studies Committee
FROM: Trinity Education Project
DATE: 18 January 2018
RE: Calendar Entry

The Calendar 2017-18, Part II, page 26 contains a section on the Educational Objectives of the Moderatorship. In 2015/16 Council approved [CL/15-16/203] the Trinity Graduate Attributes which were developed from a series of discussions during that year with Schools and at committee level. As programmes embed the new programme architecture they are considering how to provide students with opportunities to develop and evidence achievement of the Trinity Graduate Attributes.

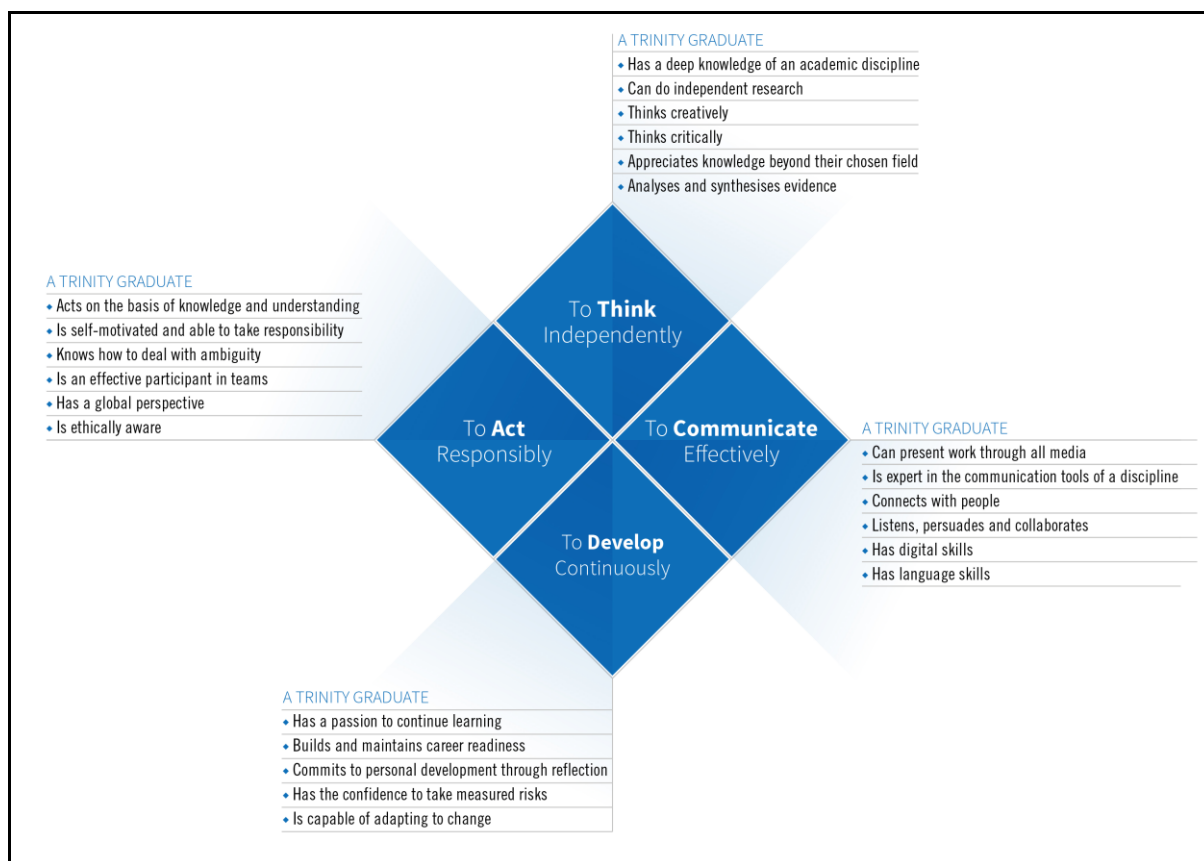
The attached draft for the 2018-19 Calendar Part II includes a section outlining the Trinity Graduate Attributes as part of a wider articulation of the Educational Objectives of the Moderatorship. Future editions of the Calendar will also reference the Trinity Electives and the role of approved modules in supporting delivery of the Trinity Graduate Attributes.

The Undergraduate Studies Committee is invited to review the entry for inclusion in Calendar changes for Council.

General Regulations and Information

I THE EDUCATIONAL OBJECTIVES OF THE MODERATORSHIP

Throughout the period of an undergraduate degree programmes, students will be provided with opportunities to develop and achieve the Trinity graduate attributes which support their academic growth and shape the contribution they make to their field of study, profession and to society. Graduate attributes may be achieved through academic and co- and extra- curricular activities.



1 All moderatorship degree courses entail a broad base of knowledge of both a general and particular nature, and the intellectual skills that must be mastered are broadly similar in all areas.

All moderatorship degree courses seek to impart the following:

- a strong broad base of knowledge that introduces the student to all the main aspects of the discipline or disciplines concerned, and to relevant aspects of closely related disciplines;
- advanced expertise in the major subject that provides the students with a thorough understanding of the basic principles and methodology of the discipline and of the means by which the frontiers of the discipline can be expanded and new knowledge discovered;
- a range of intellectual skills that develop as fully as possible the complete range of mental abilities, i.e. the enlargement and proficiency of mind that has long been a fundamental goal of university education.

These skills may be divided into two categories:

(i) *Thinking skills*

These include:

A — the capacity to make sense of what one learns, to analyse and sort data and solve problems

B — to extend what one has learned, to generate new ideas and concepts, to apply what one has learned to new contexts

C — to deal with knowledge in a critical way, to develop the capacity to evaluate information and ideas.

(ii) *Communication skills*

These involve the capacity to organise information and arguments and conclusions, and to present them in a clear and well-reasoned manner.

Structure of undergraduate degree courses

2 All undergraduate degree courses are designed to achieve the Trinity Graduate Attributes together with the objectives described above. In the first two years there is an emphasis on acquiring a broad base of knowledge in the major subject/s and

in related areas that complement the major subject/s and increase the student's understanding of them. In the third year there is a gradual shift to the study in depth of particular areas of the major fields with a greater emphasis on small group learning and on independent work and on the development of a critical and analytical approach to the subject matter. **Broad curriculum cross-faculty and language modules provide students with the opportunity to study outside their principal subject(s).**

In the fourth year the student, having acquired a solid grasp of the fundamental elements and methodology of the particular discipline and a broad base of knowledge, is in a position to undertake advanced, intellectually demanding work, requiring extensive independent research, the critical evaluation of data, the search for new interpretations, and the rigour, discipline and independence of effort that are designed to develop the mental capacities and creative skills.

Students typically do much of their formal work in this fourth year in tutorials, in seminars or in the laboratory, where they are required to present reports on particular problems and have to deal with the criticism of their peers and lecturers. They also have to write extended essays **and complete a capstone -project**, which are elaborate exercises in independent research, analysis, argumentation and presentation. Their examinations require them not merely to reproduce facts but to show understanding and to make sense of what they have learned.

The object of this fourth year is to ensure that students emerge with a high level of expertise in a chosen field and with versatile skills of a high order that equip them to proceed at once to advanced research or to bring to bear in whatever employment they enter the capacity to master quickly new areas of expertise, to solve problems, to generate ideas and to communicate well.

3 In 1999, the policy on the Broad Curriculum was approved by the University Council and the Board of the College. This set out the College's policy in relation to actions which might be taken to broaden the educational experience of undergraduate students and to promote further the skills and attributes identified above. Details of the policy and of associated initiatives may be viewed on the College website at-

Ordinary Bachelor's degrees (Level 7, National Framework of Qualifications)

4 Qualifications which signify completion of the first cycle at ordinary Bachelor's level are awarded to students who have completed a course of study which enables them to show:

- (a) a comprehension (that builds on and supersedes their general secondary education) of the theory, concepts and processes pertaining to a field or (in the case of joint degrees) fields of learning;
- (b) a knowledge, supported by the use of advanced textbooks, of one or more specialised areas;
- (c) that they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments, and formulating and solving problems within their field or fields of study;
- (d) that they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems;
- (e) that they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues;
- (f) that they can act effectively, under the guidance of qualified practitioners, in a peer relationship within multiple, complex and heterogeneous groups;
- (g) that they can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- (h) that they have developed those learning skills which are necessary for them to continue to undertake further study at an honors Bachelor or a Higher Diploma level.

Honors Bachelor's degrees (Level 8, National Framework of Qualifications)

5 Qualifications which signify completion of the first cycle at honors Bachelor's level are awarded to students who have completed a course of study which enables them to show:

- (a) a comprehension (that builds on and supersedes their general secondary education) of the theory, concepts, methods and processes pertaining to a field or (in the case of joint degrees) fields of learning;
- (b) a detailed knowledge, supported by the use of advanced textbooks, of one or more specialised areas, some of it at the current boundaries of the subjects;
- (c) that they can apply this knowledge and comprehension in a manner that indicates a thorough and informed approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments, and formulating and solving problems within their field or fields of study;
- (d) that they have a mastery of a number of specialised skills and tools which they can use selectively to address complex problems, including design problems, or to conduct closely guided research;
- (e) that they have the ability to devise data gathering experiments, and to gather and interpret relevant data to inform independent judgements which include reflection on relevant social, scientific or ethical issues;
- (f) that they can act effectively, under the guidance of qualified practitioners, in a peer relationship within multiple, complex and heterogeneous groups;
- (g) that they can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- (h) that they have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.



Coláiste na Tríonóide, Baile Átha Cliath
Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

INTERNAL MEMORANDUM

TO: Undergraduate Studies Committee
FROM: Trinity Education Project
DATE: 18 January 2018
RE: **Calendar Entry: General Regulations**

During 2016/17 the progression and awards group of the Trinity Education Project did a substantial piece of work on developing progression regulations in the context of the new programme architecture, the assessment framework and the academic year structure. The rationale for the review of progression was to ensure that the regulations are transparent, clear, equitable, intelligible and meaningful to all stakeholders and also administratively manageable. There are currently many inconsistencies, which account for differential treatment of students within moderatorship and professional programmes and between these programmes in relation to areas such as progression thresholds, reassessment, and repetition of year. The common programme architecture cannot be implemented successfully without greater standardisation of Trinity's assessment, progression and awards regulations.

The work of the cross-faculty group culminated in a series of recommendations approved by Council in May 2017 [CL/16-17/176] which will be implemented for all programmes in 2018/19 for all cohorts of undergraduate students. [Council has approved some exceptions for programmes with professional accreditation, primarily in the Faculty of Health Sciences.]

The significant changes in progression regulations have necessitated a substantial revision of the Calendar entry on General Regulations. Please see the attached draft entry to appear at the end of the existing page 33 of the Calendar 2017/18 Part II and replace paragraphs 31-41, then 50-52 and finally 58-68. Comments already received from Directors of Teaching and Learning (Undergraduate) have been very helpful in identifying where more clarity was needed. In some cases it is not appropriate to deal with very detailed queries through a Calendar entry and the TEP is working on a FAQ document on progression which will become part of the resources available on the website.

The Undergraduate Studies Committee is asked to review this draft entry and, if appropriate, approve it for inclusion in the Calendar Changes to be forwarded to Council.

General Regulations and Information

Submission of Assessed Work and Conduct of Examinations

Programmes have discretion to utilise a broad range of assessment practices that are programme-focussed, equip students to apply their learning in contexts beyond the University and assess the graduate attributes appropriately throughout the programme. An assessment component is a discrete unit of assessment, eg an examination paper, an essay, an oral/aural examination, practical, field trip, professional placement, performance which contributes a defined weighting to the overall assessment for a module. Programmes must make available to students details of the assessment components, together with their weightings, for each module, including details of penalties applying for late submission.

1. There are University examination sessions at the end of semester one (Michaelmas Term) and following the end of semester two (held in Trinity Term). There is one re-assessment session which is held at the beginning of Michaelmas Term.
2. The dates of these examination sessions are given in the *Calendar* PART I - ALMANACK. Examinations should be confined to these sessions. However, if and when approved by the University Council, certain courses, normally professional, are permitted to hold examinations outside of the standard academic year structure.
3. Examination timetables are published in advance of the dates of examinations on the College website at <https://www.tcd.ie/academicregistry/exams/timetables-dates/>. The College reserves the right to alter the published time and date of an examination in exceptional circumstances. Students should ensure that they are available for examinations for the duration of the relevant examination session as stated in the *Calendar* PART I - ALMANACK.
4. No notice is required of intention to take an end of semester or re-assessment examination in the course for which students have registered.¹ The onus lies on each student to establish the dates, times and venues of examinations by consulting the relevant timetable on the College website. No timetable or reminder will be sent to individual students by any office.
5. The College has approved the practice of anonymous marking for undergraduate examinations. This does not apply to continuous assessment.
6. All undergraduate results are published anonymously by student number. The results for assessment components completed in semester one are provisional until moderated by the Court of Examiners in Trinity Term.
7. Students are required to complete all assessment components for each module at the appropriate session as prescribed by the programme regulations. An assessment component is a discrete unit of assessment, for example, an examination paper, an essay, an oral examination, practical which contributes a defined weighting to the overall assessment of the module.
8. Students who are unable to complete such assessment components necessary to complete the module at the end of the appropriate semester due to certified illness, disability,² or other grave cause beyond their control may, with the permission of the Senior Lecturer, present at the next session.
9. Where certified illness, disability, or other grave cause beyond their control prevents a student from completing at the re-assessment session they may, with the permission of the Senior Lecturer, repeat the required modules the following academic year.
10. Students who have successfully completed an assessment component are not permitted to repeat it subject to the regulations governing progression.
11. Students who, due to illness, may be prevented from sitting an examination (or any part thereof) due to illness should seek permission in advance of the examination session, through their tutor, supported by medical certification, from the Senior Lecturer to defer and present at the next session. Medical certificates must state that the student is unfit to sit examinations and specify the date(s) of the illness.
12. Students who have commenced the examination session, and are prevented from completing the session by illness, should seek the permission of the Senior Lecturer, through their tutor, certification by medical certification, to defer the missing papers until the next session. Medical certificates must state that the student is unfit to sit examinations and specify the date(s) of the illness.
13. Where illness occurs during the writing of an examination paper, it should be reported immediately to the chief invigilator. The student will then be escorted to the College Health Centre. Every effort will be made to assist the student to complete the writing of the examination paper.
14. Where an examination has been completed retrospective withdrawal will not be granted by the Senior Lecturer nor will medical certificates be accepted in explanation for poor performance.
15. Students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) should seek permission, with the support of their tutor, from the Senior Lecturer to defer the examination and to present at the next session.
16. If protracted illness prevents students from taking the prescribed assessment components, so that they cannot rise into the next class, they may withdraw from College for a period of convalescence, provided that appropriate medical certificates are submitted to the Senior Lecturer. If they return to College in the succeeding academic year they must complete the requirements of their class and register for the year or for the modules not successfully completed. Where appropriate please see the regulations governing Fitness to Practice.
17. The nature of non-standard examination accommodations, and their appropriateness for individual students, will be determined by the Senior Lecturer in line with the Council-approved policy on reasonable accommodations. Any reports provided by the College's Disability Service, Health Service or Student Counselling Service will be strictly confidential.
18. Where the effects of a disability prevents a student from taking the prescribed examination, so that they cannot rise into the next class, the Senior Lecturer may permit the student to withdraw from College for a period of time provided that appropriate evidence has been submitted to the Disability Service. If they return to College in the succeeding academic year and take advantage of any academic instruction or facilities, they must complete the requirements of their class and register for the year or the appropriate number of modules.

¹Notice is required for Foundation Scholarship.

²Full details of examination procedures for students with disabilities can be found at <https://www.tcd.ie/academicregistry/exams/student-guide/#withdisability>.

*Examination papers**Access to scripts and discussion of performance*

19. All students have a right to discuss their examination and assessment performance with the appropriate members of staff. This right is basic to the educational process. Students are entitled to view their scripts and other assessments when discussing their performance. For work completed during semester one students should note that all marks are provisional until moderated by the Court of Examiners in Trinity Term. In Trinity Term, students' performance cannot be discussed with them until after the publication of the end-year results.
20. Written assessment components are retained by schools and departments for thirteen months from the date of the meeting of the court of examiners which moderates the marks in question and may not be available for consultation after this time period.

Re-check/re-mark of examination scripts

21. Having received information about their final results approved at the Court of Examiners in Trinity Term and having discussed these and their performance with the director of teaching and learning (undergraduate) or the head of department and/or the appropriate staff, students may ask that their results be reconsidered if they have reason to believe:
 - a) that the grade is incorrect because of an error in calculation of results;
 - b) that the examination paper specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination; or
 - c) that bias was shown by an examiner in marking the script.
22. In the case of (a) above, the request should be made through the student's tutor to the director of teaching and learning (undergraduate) or course co-ordinator as appropriate.
23. In the case of (b) and/or (c) above, the request should be made through the student's tutor to the Senior Lecturer. In submitting such a case for reconsideration of results, students should state under which of (b) and/or (c) the request is being made.³
24. Requests for re-check or re-mark should be made as soon as possible after discussion of results and performance and no later than twelve months from the date of the meeting of the court of examiners which moderated the marks in question.
25. Once a result has been formally published following the Court of Examiners it cannot be amended without the permission of the Senior Lecturer.
26. Any student who makes a request for re-check or re-mark that could have implications for their degree result is advised not to proceed with degree conferral until the outcome of the request has been confirmed.

Academic progress: Bachelor programmes⁴

Some programmes with professional accreditation have been exempted from the regulations on progression by Council. The relevant programme entry provides the detail.

27. In order to rise with their class, students must obtain credit for the academic year by satisfactory attendance at lectures and tutorials and by carrying out, submitting and sitting the required assessment components. In, addition students must pass the year by achieving, at a minimum, an overall credit-weighted average pass mark for the year (40 per cent or 50 per cent, as per programme regulations) and either

(a) accumulate 60 credits by achieving at least the pass mark in all modules

or

(b) passing by compensation All modules and components within modules are 'compensatable'.

To pass a year by compensation, in programmes that locate the pass mark at 40 per cent, a student must achieve the pass mark in modules carrying a minimum of 50 credits and obtain a module mark of at least 35 per cent in any remaining module(s). A student may accumulate a maximum of 10 credits at qualified pass (QP) where the mark lies between 35-39 per cent.

To pass a year by compensation, in programmes that locate the pass mark at 50 per cent, a student must achieve the pass mark in modules carrying a minimum of 50 credits and obtain a module mark of at least 45 per cent in any remaining module(s). A student may accumulate a maximum of 10 credits at qualified pass (QP) where the mark lies between 45-49 per cent.

The end of year or degree result moderated by the Court of Examiners must be returned and recorded on the student record.

28. Progression is on an annual basis. Within a year students may carry failed modules from one semester to the next but not from one academic year to another; that is they will not be able to rise to the next year of their programme until they have successfully completed the preceding one(s). Students who have not passed their year are required to present for re-assessment when
 - a) They obtain in excess of 10 credits at qualified pass (QP) (ie marks between 35-39 where the pass mark is 40 or 45-49 where the pass mark is 50);
 - b) They fail any module (i.e. achieving marks below 35 per cent where the pass mark is 40 or 45 per cent where the pass mark is 50);
 - c) They do not obtain an overall pass mark for the year;
 - d) Or any combination of a) –c).
29. If a student has achieved both fail and QP grades at the first sitting or has exceeded the 10 credit limit allowed for compensation and is not permitted to rise with their year, they must present for re-assessment in all failed components of all modules for which they obtained a QP and/or fail.
30. Different modalities of assessment are permitted in the re-assessment session as determined by the programme.
31. The same compensation regulations apply at the re-assessment session as outlined in 28 above.
32. Students who fail to satisfy the requirements of their year at the re-assessment session are permitted to repeat the year on a module-by-module basis taking only those modules with a grade of fail and/or QP. Where a failed module may not be offered in the repeat year the programme should prescribe an appropriate alternative module, of the same credit weighting, to be successfully completed in its place. Where the failed module is not compulsory the programme may permit students to take another optional module of the same credit weighting.

³Details of the procedures relating to the re-check/re-mark of examination scripts are available on the College website at <https://www.tcd.ie/academicregistry/exams/results/recheck/>.

⁴ See individual e entries for certificate and diploma courses.

33. Students are permitted to repeat any year of an undergraduate programme⁵ subject to not repeating the same year more than once and not repeating more than two academic years within a degree course, except by special permission of the University Council.
34. The maximum number of years to complete an undergraduate degree is six years for a standard four-year programme and seven years for a five-year programme.
35. The Board of the College reserves the right to exclude from the College, on the recommendation of the University Council, students whose academic progress is unsatisfactory.
36. Under certain conditions approved by the University Council, on the recommendation of the Senior Lecturer in consultation with the appropriate head(s) of school(s), director(s) of undergraduate teaching and learning, head(s) of department(s) or course director, the University regards attendance at courses and the passing of approved examinations in other colleges as fulfilling or partially fulfilling the exercises required for certain degrees of the University. Where places are available students may be permitted advanced entry to their course, if they are deemed qualified by their knowledge and attainment to do so, or by passing specified examinations. Applicants must pay a fee before presenting themselves for examination (see COLLEGE CHARGES). Applications for advanced entry to any course should be made through the Academic Registry in the first instance.

Interruption of Studies

37. Students must pursue their undergraduate course continuously unless they are permitted by the Senior Lecturer to intermit their studies for extra-curricular reasons, normally for a period of one year. See also 16 above.
38. Students wishing to interrupt their course should apply through their tutor to the Senior Lecturer. Such permission will only be granted to students who have completed the academic exercises of their class, i.e. are already entitled to join the class above on their return to College. In exceptional circumstances the Senior Lecturer, after consultation with the head(s) of school(s) or department(s) or course director as appropriate, may permit students who are not in good standing to go 'off-books', where to do so in the judgement of the Senior Lecturer is in the best interests of the students. During the period of interruption students are not required to keep their names on the College books.
39. Arrangements for the intermission of studies for extra-curricular reasons are governed by the regulations below.
 - a. Applications from students to intermit studies for extra-curricular reasons shall be submitted to the Dean of Students by the end of Trinity term of the academic year preceding the proposed year of intermission. The application must be accompanied by a letter of support from the relevant director of undergraduate teaching and learning.
 - b. An applicant must be a registered student in good academic standing, not subject to any disciplinary process, and must have discharged any financial obligation to College.
 - c. Applications shall be reviewed by a panel which will forward its recommendations to the Senior Lecturer for final decision.
 - d. In making its recommendation, the panel shall, in particular, have regard to the applicant's proposed work plan and whether he/she could achieve this work plan if he/she was not permitted to intermit studies for the year.
 - e. A student who is permitted to intermit studies shall be entitled to be issued with a student card and to retain his/her e-mail account on condition that he/she signs a bond whereby he/she agrees to pay any financial debts incurred to College and to be bound by College's conduct and regulations, see section III below (CONDUCT AND COLLEGE REGULATIONS).
 - f. Students permitted to intermit their studies for extra curricular reasons are not required to apply for re-admission and are expected to register for the academic year that they are due to return to College as set out in the general regulations concerning registration.
40. Students who have been permitted to interrupt their studies are advised to ensure they are aware of the process and timing for re-admission. Details are available from the Academic Registry.
41. A requirement to undertake a period of professional re-orientation may apply in the case of certain undergraduate courses which have clinical or practice components and which are subject to accreditation by external professional bodies. Students who have interrupted their studies, with the permission of the Senior Lecturer, may be required to complete a course of professional re-orientation before proceeding to the next year of their course. Such professional re-orientation courses may not be repeated in the event of non-satisfactory completion, and the student will be required to withdraw from their course.
42. Students must register for the academic year and pay a professional re-orientation fee but will not be liable for the student contribution and related levies.
43. Should a student become pregnant, whilst under no obligation to disclose her pregnancy, she is strongly advised to contact her academic department or school at the earliest opportunity to discuss reasonable flexible arrangements, as appropriate, and, depending on the course of study, any health and safety considerations. Information and guidance are also available from tutors and the Students' Union. Where necessary, the Senior Lecturer may grant permission for a range of measures to support the student, as provided for in the general regulations.
44. E.U. Junior Fresh students who withdraw from College before 1 February (having been admitted the previous September) must re-apply through the C.A.O. for admission in a subsequent year. Non-E.U. Junior Fresh students withdrawing before 1 February must re-apply through the Academic Registry. E.U. or non-E.U. students who withdraw from College after 1 February may apply for re-admission through the Academic Registry by 1 August of the proposed year of entry.

⁵ Students are not permitted to repeat year 5 of the integrated programmes leading to the Master in Computer Science; Master in Engineering (Studies); and the National Pharmacy Internship Programme. Please see the relevant entry for programmes in the Faculty of Health Sciences where there are regulations about the number of years within which the programme must be completed.

**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**Trinity College Dublin
The University of Dublin****MEMORANDUM**

Chuig To	Undergraduate Studies Committee
Ó From	Senior Academic Developer and TTL Education Support Officer
Dáta Date	18 th January 2018
Tagairt Reference	Supporting Staff in their Implementation of the Trinity Education Assessment Framework

Members of the Undergraduate Studies Committee

In the context of the new academic year structure and the Trinity Assessment Framework, we are aware that there are key upcoming institutional deadlines over the coming months regarding assessment, such as submission of Calendar changes, module data and assessment data.

In an effort to optimise the support we provide to you in the months ahead, we would appreciate your input on key assessment-related questions which you are addressing and the supports which you feel would be most useful.

In order to provide a basis for discussion at USC next week, we would be grateful if you would consider the following two questions.

1. Does the following list encompass the key assessment-related questions you and your colleagues will be seeking to address over the coming months? (Please let us know which question(s) is very important/less important or if a question should be added to the list.)

- How can I lessen the amount of exams in my module/programme?
- What are the suitable, manageable alternatives to exams?
- How can I avoid assessment leading to overload for staff and/or students?
- What are the basic first steps in taking a programme-level approach to assessment?
- How can I use assessment to embed, and make explicit, graduate attributes in my module/programme?
- Are there manageable ways in which I can use technology to enhance my assessment practices?
- How can I enhance my assessment practices in line with TEP in the context of time pressures, increased student numbers and the need to respond to requirements of professional accreditation bodies?

2. Given the currently available supports and professional development opportunities (presented, for convenience, in Appendix A), what other assessment-related resources/supports would be useful?

Our intention is to ensure that the supports we provide and the topics we prioritise are in line with the needs of you and your colleagues as you endeavour to enhance assessment practices in line with TEP. We would be very grateful for your insights to this end.

Appendix A: Current Resources and Professional Development Opportunities Available to Staff

Resources available on the TEP website:

[Trinity Assessment Framework](#)

[Glossary of Terms](#) and various [TEP newsletters](#)

[Consolidated PDF of All TEP Resources](#)

Including the following:

[Graduate Attributes \(Dr. Daniel Faas\)](#)

[Enabling a Programme Approach to Assessment \(Dr. Cicely Roche and Dr. Ciara O'Farrell\)](#)

[The Role of Reflection in Learning \(Dr. Cicely Roche and Dr. Ciara O'Farrell\)](#)

[Capstone Projects \(Dr. Nicholas Johnson\)](#)

[Thinking Independently: Embedding and Assessing Creativity in the Curriculum \(Dr Michael Wride\)](#)

[Self-Assessment \(Dr. Michael Wride\)](#)

[Peer Assessment \(Dr. Michael Wride\)](#)

[Posters in Teaching, Learning & Assessment \(Dr. Michelle Share\)](#)

[Extended Written Assessments \(Prof Nicola Marples & Dr. Nóirín Nic A'Bháird\)](#)

[Short Answer Assessments \(Prof Nicola Marples & Dr. Nóirín Nic A'Bháird\)](#)

[Group Work and Practical Assessments \(Prof Nicola Marples & Dr. Nóirín Nic A'Bháird\)](#)

[Guidelines for Student Workload and Assessment](#)

[Student workload mapping tool](#)

Resources available on the CAPSL website (not including resources listed above):

[100 Ways to Assess - some ideas \(Word Doc 1.08MB\)](#)

[Assessment for Lifelong Learning - Dr Ciara O'Farrell](#)

[Practitioners guide to choice of assessment methods within a module](#)

[Classroom Assessment Techniques \(CATS\)](#)

[Inclusive Assessment - Trinity Inclusive Curriculum](#)

Related professional development opportunities available for staff (Academic Practice and eLearning: January/February 2017):

Although a number of professional development activities touch on assessment, the following are activities dedicated to the subject:

- Assessment and Feedback in Higher Education module (Special Purpose Certificate in Academic Practice, January-March 2018)
- Curriculum Design and Development in Higher Education module (Special Purpose Certificate in Academic Practice, January-March 2018)
- Programme-Focused Assessment National Digital Badge Workshop (16th Jan 2018)
- Creating Online Assignments: Feedback, Grading and Plagiarism Detection (Webinar, 17th January 2018)
- Developing Manageable, Meaningful Assessments. National Workshop (1st Feb 2018)
- Student as Partners: Your Voice on Assessment (7th Feb 2018)
- Assessing 'Troublesome' Attributes: Competencies Underpinning Ethical Dilemma Resolution (7th and 15th Feb 2018)



Trinity Education Project
Progression and Awards – Derogations from Council approved regulations
Nursing and Midwifery

Progression Regulations	Programme seeking derogation from this regulation	Reasons for requesting a derogation
<p>4. Minimum credits to pass a year and progression thresholds.</p> <ul style="list-style-type: none"> i. Students should have a balanced credit load across the two semesters, i.e., 30 credits in semester 1 and 30 credits in semester 2. ii. The number of credits to pass a year should be 60 [this is predicated on all undergraduate programmes comprising 60 ECTS per year]. iii. Compensation: All modules and components within modules are “compensatable”. 	<p>Nursing and Midwifery</p>	<p>ii Number of credits to pass a year Professional accreditation requires students to complete the Children’s and General Nursing programme over 4.5 years. Students are required to complete 280 ECTS taking 70 credits in each of the first three years, and the final 70 credits over the final 1.5 years. Year 1 = 70 ECTS, Year 2 = 70 ECTS, Year 3 = 70 ECTS and Years 4+5 = 70 ECTS.</p> <p>iii Compensation The assessment strategy of the Nursing and Midwifery Board of Ireland (NMBI) does not allow compensation between theoretical and clinical practice placements. In line with the development of the new Nursing and Midwifery curricula which will apply in 2018/19 some compensation within modules is permitted (see Appendix 1 for module details).</p>



Appendix 1: Derogations from approved Progression Regulations Medicine and Nursing & Midwifery

Compensatable/Non-compensatable module details

Nursing Studies (General, Mental Health, Intellectual Disability)

Outline of BSc (Cur) ECTS Credits per Module per Year of Nurse Registration Programme

Module Code	Module Name	ECTS	Compensatable within Module	Compensatable (C) or Non-compensatable (NC) between Modules
JUNIOR FRESH				
SHARED MODULES (40 ECTS)				
NUxxxx	Psychosocial Foundations for Care	10	C	C
NUxxxx	Biological Sciences Underpinning Health & Wellbeing	10	C	C
NUxxxx	Foundations for Prof. Practice	10	C	C
NUxxxx	Health Promotion, Essential Knowledge for Skills & Practice	10	NC	NC
DISCIPLINE SPECIFIC MODULES (20 ECTS) (Includes Integrated Clinical Placement)				
General Nursing	Intro to Gen Nursing in Acute Care Settings	10	NC	NC
General Nursing	Gen Nursing 'Care Across the Lifespan'	10	NC	NC
Mental Health Nursing	Psychotherapeutic Skills & the Recovery Approach within MH Practice	10	NC	NC
Mental Health Nursing	Understanding MH, Distress & Illness and Approaches to Care	10	NC	NC
Intellectual Disability Nursing	Foundations of Person Centred ID Nursing Practice	10	NC	NC
Intellectual Disability Nursing	Principles of ID Nursing Across the Lifespan	10	NC	NC
SENIOR FRESH				
SHARED MODULES (40 ECTS)				
NUxxxx	Enhancing Prof. Practice	10	C	C
NUxxxx	Managing Care in Practice	10	C	C
NUxxxx	Elective for Nursing and Midwifery	5	NC*	NC



Module Code	Module Name	ECTS	Compensatable within Module	Compensatable (C) or Non-compensatable (NC) between Modules
NUxxxx	Practice Placement (Clinical)	15	NC*	NC
DISCIPLINE SPECIFIC MODULES (20 ECTS)				
General Nursing	Principles of Adult Nursing Care	10	NC	C
General Nursing	Nursing Care of Adults with Altered Health 1	10	C	C
Mental Health Nursing	Essentials of Communication in Community MH Settings	10	C	C
Mental Health Nursing	Physical Health & Pharmacology in MH	10	C	C
Intellectual Disability Nursing	Person Centred Support Across the Lifespan	10	C	C
Intellectual Disability Nursing	Contemp. Health & Wellbeing in ID Nursing Practice	10	NC	C
JUNIOR SOPHISTER				
SHARED MODULES (40 ECTS)				
NUxxxx	Clinical Judgement, Prof. Practice & Foundations of Management	10	C	C
NUxxxx	Elective for Nursing and Midwifery	5	NC*	NC
NUxxxx	Practice Placement (Clinical)	25	NC*	NC
DISCIPLINE SPECIFIC MODULES (20 ECTS)				
General Nursing	Nursing Care of Adults with Altered Health 2	10	C	C
General Nursing	Nursing Care of the Deteriorating & Critical Ill Adult	10	C	C
Mental Health	Psychosocial Interventions for People with Serious MH Problems & the Principles of Risk Management in MH	10	C	C
Mental Health	Working with Specialist Groups who have Multiple & Complex Needs	10	C	C
Intellectual Disability Nursing	Individualised Dynamic Support Mechanisms	10	C	C
Intellectual	Contemporary Health &	10	C	C



Module Code	Module Name	ECTS	Compensatable within Module	Compensatable (C) or Non-compensatable (NC) between Modules
Disability Nursing	Wellbeing in ID Nursing Practice 2			
SENIOR SOPHISTER				
SHARED MODULES (60 ECTS)				
NUxxxx	Using Research to Enhance Nursing & Midwifery Practice	20	C	NC
NUxxxx	Applied Clinical Management & Interprofessional. Practice	10	NC	NC
NUxxxx	Practice Placement (Clinical)	30	NC*	NC

Children's and General Nursing

Outline of BSc (Cur) CGIDP ECTS Credits per Module per Year of Nurse Registration Programme

Module Code	Module Name	ECTS	Compensatable within Module	Compensatable (C) or Non-compensatable (NC) between Modules
JUNIOR FRESH (70 ECTS)				
SHARED MODULES (40 ECTS)				
NUxxxx	Psychosocial Foundations for Care	10	C	C
NUxxxx	Biological Sciences Underpinning Health & Wellbeing	10	C	C
NUxxxx	Foundations for Prof. Practice	10	C	C
NUxxxx	Health Promotion, Essential Knowledge for Skills & Practice	10	NC	NC
DISCIPLINE SPECIFIC MODULES (30 ECTS) (Includes Clinical Placement)				
General Nursing	Intro to Gen Nursing in Acute Care Settings	10	NC	NC
General Nursing	Gen Nursing 'Care Across the Lifespan'	10	NC	NC
Children's Nursing	Foundation in Children's Nursing Practice	10	NC	NC
SENIOR FRESH (70 ECTS)				
SHARED MODULES (40 ECTS)				
NUxxxx	Enhancing Prof. Practice	10	C	C
NUxxxx	Managing Care in Practice	10	C	C
NUxxxx	Elective for Nursing and Midwifery	5	NC*	NC
NUxxxx	Practice Placement (Clinical)	15	NC*	NC
DISCIPLINE SPECIFIC MODULES (30 ECTS)				

NC* = These modules are marked on a Pass/Fail basis.



Module Code	Module Name	ECTS	Compensatable within Module	Compensatable (C) or Non-compensatable (NC) between Modules
General Nursing	Principles of Adult Nursing Care	10	NC	C
General Nursing	Nursing Care of Adults with Altered Health 1	10	C	C
Children's Nursing	Principles of Children's Nursing Care	10	NC	NC
JUNIOR SOPHISTER (70 ECTS)				
SHARED MODULES (40 ECTS)				
NUxxxx	Clinical Judgement, Prof. Practice & Foundations of Management	10	C	C
NUxxxx	Elective for Nursing and Midwifery	5	NC*	NC
NUxxxx	Practice Placement (Clinical)	25	NC*	NC
DISCIPLINE SPECIFIC MODULES (30 ECTS)				
General Nursing	Nursing Care of Adults with Altered Health 2	10	C	C
General Nursing	Nursing Care of the Deteriorating & Critical Ill Adult	10	C	C
Children's Nursing	Nursing Care of Children with Altered Health	10	C	NC
SENIOR SOPHISTER* (Year 4) and Year 5				
SHARED MODULES (70 ECTS)				
NUxxxx	Using Research to Enhance Nursing & Midwifery Practice	20	C	NC
NUxxxx	Applied Clinical Management & Interprofessional. Practice	10	NC	NC
NUxxxx	Practice Placement # (Clinical) – continues in year 5	30	NC*	NC
Children's Nursing	Applied Children's Nursing	10	C	NC

* Senior Sophister year for BSc (Cur) CGIDP is over 1.5 academic years

Practice placement (Internship period continues into year 5)



Midwifery

Outline of ECTS per module per year of Midwife Registration Programme

Module Code	Module Name	ECTS	Compensatable within Module	Compensatable (C) or Non-compensatable (NC) between Modules
JUNIOR FRESH				
SHARED MODULES (40 ECTS)				
NUxxxx	Psychosocial Foundations for Care	10	C	C
NUxxxx	Biological Sciences Underpinning Health & Wellbeing	10	C	C
NUxxxx	Foundations for Prof. Practice	10	C	C
NUxxxx	Health Promotion, Essential Knowledge for Skills & Practice	10	NC	NC
MIDWIFERY SPECIFIC MODULES (20 ECTS)				
MWxxxx	Introduction to Midwifery Practice 1	10	NC	NC
MWxxxx	Introduction to Midwifery Practice 2	10	NC	NC
SENIOR FRESH				
SHARED MODULES (25 ECTS)				
NUxxxx	Enhancing Prof. Practice	10	C	C
NUxxxx	Managing Care in Practice	10	C	C
NUxxxx	Elective for Nursing and Midwifery	5	NC*	NC
NUxxxx	Practice Placement (Clinical)	15	NC*	NC
MIDWIFERY SPECIFIC MODULES (35 ECTS)				
MWxxxx	Managing Care in Midwifery Practice 2	10	C	C
MWxxxx	Complex Midwifery Care	10	C	C
MWxxxx	Midwifery Practice Placement 3&4/ Specialist Placement 1&2	15	NC*	NC
JUNIOR SOPHISTER				
SHARED MODULES (15 ECTS)				
NUxxxx	Clinical Judgement, Prof. Practice & Foundations of Management	10	C	C
NUxxxx	Elective for Nursing and Midwifery	5	NC*	NC
MIDWIFERY SPECIFIC MODULES (45 ECTS)				
MWxxxx	Managing Care in Midwifery Practice 3	10	C	NC
MWxxxx	Complex Midwifery Care 2	10	NC	NC



Module Code	Module Name	ECTS	Compensatable within Module	Compensatable (C) or Non-compensatable (NC) between Modules
MWxxxx	Midwifery Practice Placement 5&6/Specialist Placement 3	25	NC*	NC
SENIOR SOPHISTER				
SHARED MODULES (30 ECTS)				
NUxxxx	Using Research to Enhance Nursing & Midwifery Practice	20	C	NC
NUxxxx	Applied Clinical Management & Interprofessional. Practice	10	NC	NC
MIDWIFERY SPECIFIC MODULES (30 ECTS)				
MWxxxx	Midwifery Practice Placement 7/Specialist Placement 4 & Internship	30	NC*	NC



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**ACADEMIC REGISTRY
FIRST ANNUAL REPORT
2016/17**

**Leona Coady
Director of Academic Registry
January 2018**

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ANNUAL REPORT 2016/17

INTRODUCTION

I would like to welcome you to the first annual report by the Academic Registry on its activities since its establishment in 2013. Heretofore, the annual reports of the Senior Lecturer / Dean of Undergraduate Studies and the Dean of Graduate Studies included reporting on many of the key stages of the student lifecycle supported by the Academic Registry.

Following a meeting of the two Deans and the Director of the Academic Registry in 2016, the Provost approved a proposal that the Academic Registry would produce an annual on its activities from 2016/17 onwards in line with other service providers in Trinity. The content and format of the report would be informed by the delivery of services within the remit of the Academic Registry, and data available in SITS. This information would subsequently feed into reports provided by the College Officers to University Council on policy development and their work portfolio.

The content of this report has been compiled following consultation with the Academic Officers, and includes the full breadth of activities within the remit of the Academic Registry.

The report has been structured into three parts as follows:

Part I

Provides an overview of the structure and remit of the Academic Registry, as well as reporting on its Key Achievements in 2016/17, its strategic priorities, and the challenges faced.

Part II

Part II of the Report presents a detailed account of the Academic Registry's delivery of service and that management of operations that underpin the academic administrative processes supporting students through the life cycle.

This section in particular provides the University Council, and the wider College community, with the statistical information needed to make informed policy decisions about undergraduate and postgraduate education in the College and assists in the process of review and evaluation.

The statistical data presented covers the period 2016-17.

Part III

Presents the source data in an Appendices in MS Excel format that supports the information presented in Part II.

Leona Coady

Director of Academic Registry

January 2018

PART I

Overview of the Academic Registry

Positioned within Student Services in the Corporate Services Division (CSD), the Academic Registry opened its doors in August 2013 consolidating seven separate functions enabling them to work more coherently and providing the University's first integrated service desk where multiple services are provided through a single point of contact for students, staff, graduates and prospective students.

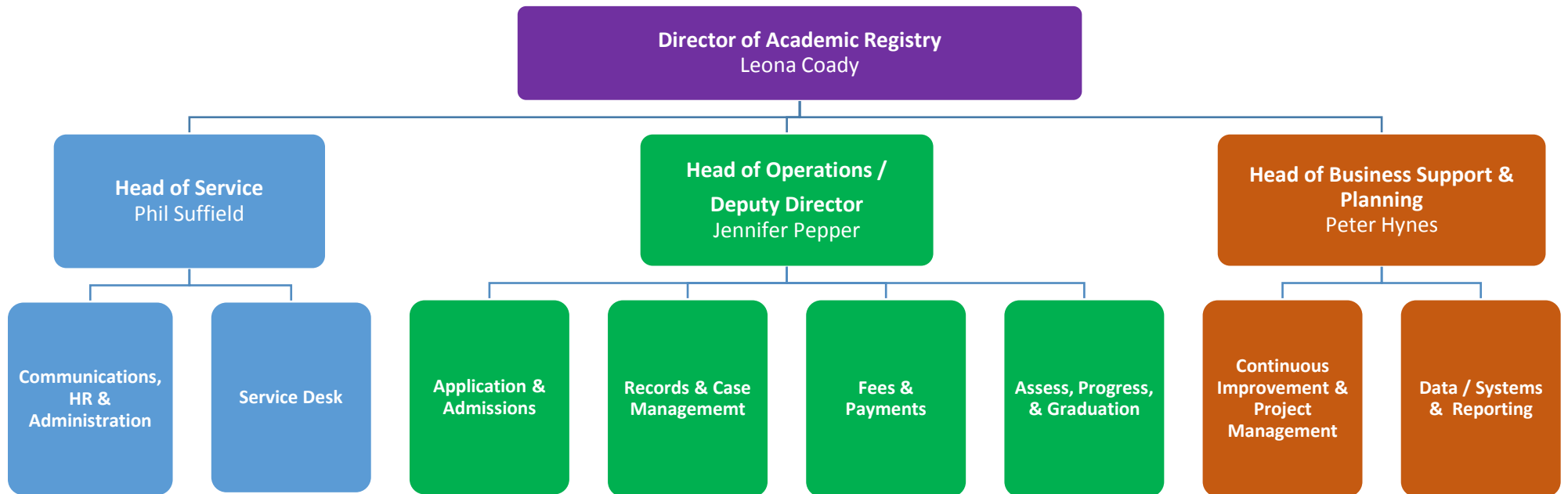
The Academic Registry was created to provide centralised administrative services to students and staff delivering the best possible experience throughout the student lifecycle. Our Vision is to be an integrated, flexible team with a professional service ethos supporting all stages of the student lifecycle across the following activities:

- Applications & Admissions
- Student Finance (Fees & Payments)
- Registration
- Record & Case Management
- Lecture timetabling
- Assessment & Progression
- Graduation Ceremonies
- Graduate Record Management, including elections to Seanad Éireann
- Statistical Reporting
- Implementation of academic policy

Its Organisational Structure

The Academic Registry, staffed by 53 FTE is organised into three functions – Service, Operations, and Business Support & Planning, who together manage all core student lifecycle activities and delivery of service.

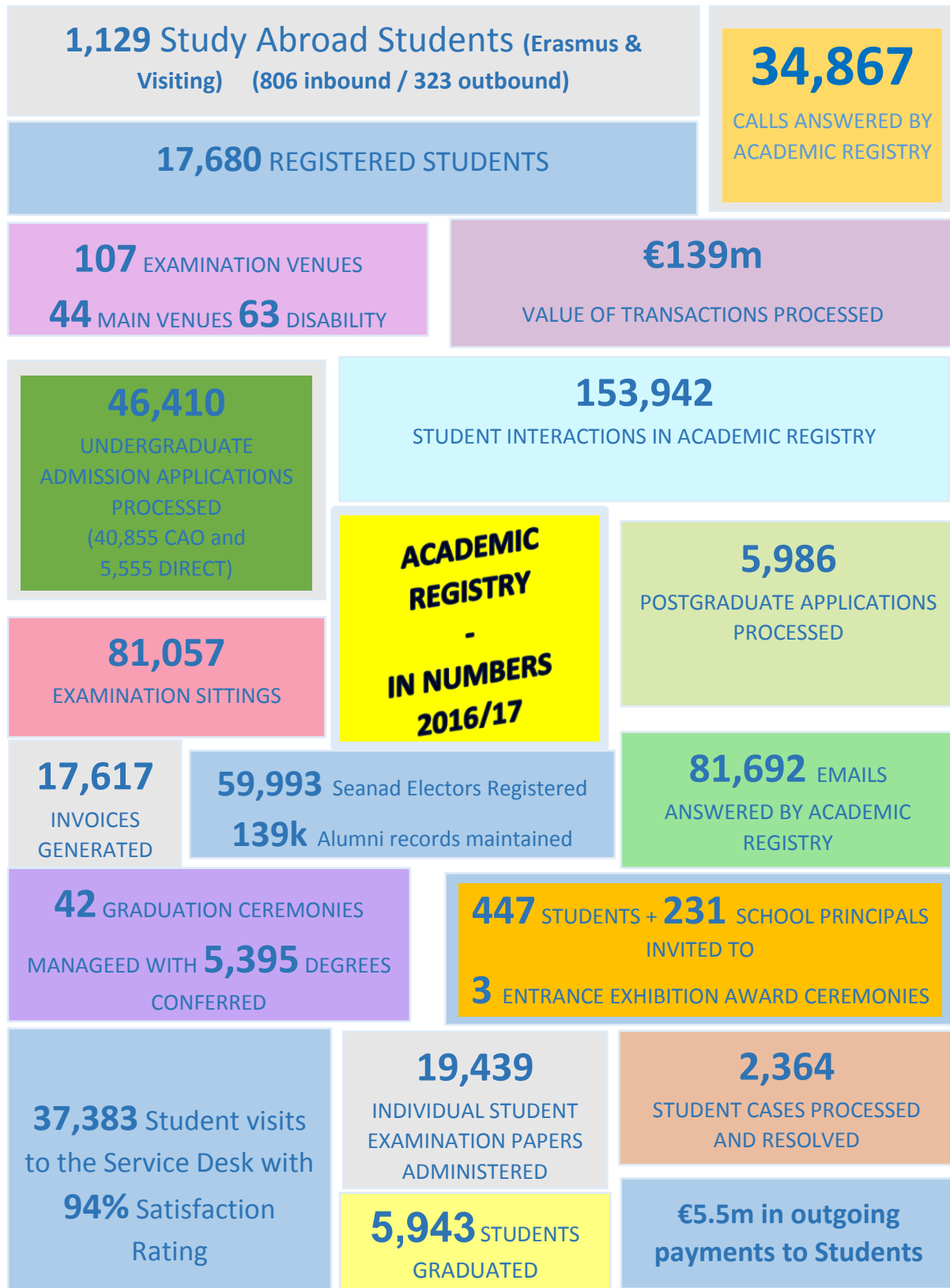
Figure 1: Organisational Structure of the Academic Registry in 2016/17



Academic Registry 2016/17 – by numbers

The Table below illustrates the scale and breadth of the student life cycle activities managed by the Registry on behalf of the College in 2016/17.

Table 1: Academic Registry by Numbers



Overview of Academic Registry's Service Team

The Service Desk Team, headed by Phil Suffield, is structured into two teams, with responsibility for the following core activities:

- Communications, Human Resources and Administration (CHA) Team
- Service Desk Team

Together the Service Team provides the primary interface between the Academic Registry and the student community and handles a very wide range of queries associated with the full student life cycle starting with application, to admission, registration, payments and student ID card issue, through to graduation, and registration on the Seanad register of electors. The volumes and nature of queries vary significantly during the year as we navigate through the academic calendar.

Enquiries are primarily received and responded to via three channels: email, telephone, and face-to-face visits to the Service Desk. The members of our Service Team are cross-trained to enable students to resolve multiple and wide-ranging queries with one Advisor. The majority of queries are handled at first contact, those which require specialist input or decision-making are escalated to the Operations or BSP Teams via our Ticket Management system. All tickets are tracked and managed through to closure. Significant progress was made in 2016/17 towards our objective of capturing full histories for every single student interaction, and in 2017/18 we will continue this focus enabled by the upgrade of our enquiry management system planned for January 2018.

The Team has a core staff complement of 14 FTE, which is supplemented by temporary staff at peak points in the academic year.

Communications, Human Resources and Administration (CHA) Team

The CHA Team serves the dual purpose of providing essential support services within the Academic Registry and also serving as the main channel for formal external communications with the College and the student community. Key channels / forums managed include the following:

Student Community

- Annual Student Satisfaction Survey
- Social Media Channels
- Management of core web sites including; Admissions, Courses and the main AR Website

College Community

- Academic Registry Forum – Monthly with Schools / Faculties
- Academic Registry Global Relations Forum – Monthly with Global Relations
- Production and distribution of Monthly Academic Registry KPI Reports

Service Desk Team

Overall contact volumes across all channels into the Service Desk in 2016/17 were 115,601 compared to 132,560 in the prior year, representing a reduction of 13%.

This demand reduction has been achieved through significant process and quality improvements made across the Academic Registry to improve the student experience which both a) reduce overall

demand for Service Desk support to resolve issues and b) increase the 'First Time Fix Rate', reducing the need for follow-up student contact

More detailed metrics are provided in Part II of the Report on page 75.

Academic Registry's Key Performance Indicators

The Academic Registry's Key Performance Indicators (KPIs) have been identified and defined on the basis of consultation and discussion with key stakeholders via the Schools and Course Offices, Global Relations, Students' Unions. The execution and development of these KPIs are closely monitored with the intention of continuous improvement, and have been underpinned by the creation of a Partnership Agreement between the Academic Registry and Schools/Course Offices, Global Relations and the Students' Unions.

Many of the KPIs rely on close working relationships between the Academic Registry and Partners to the Agreement, and the timely provision of information from School and Course Offices in particular. It is therefore critical that the Academic Registry and Partners work together collaboratively to provide the best results for all.

The Academic Registry reports monthly on the activities and processes which are core to the student experience, and for which KPI targets have been set. Continuous improvement is driven on the basis of performance review and feedback on the student experience. A summary of comparative performance levels against service level targets for 2016/17 and 2015/16 is presented in Table 2 below.

This Table illustrates performance data for 2016/17 for our core KPIs relative to KPI targets and prior year performance. (Please note that the 2015/16 figures are based on 6 months data only on the basis that our KPI reporting commenced in March 2016.)

Some key takeaways from the 2016/17 data are as follows.

- 4 of the 5 Applications and Admissions KPIs show very significant improvement over the prior year with an average reduction in processing time of over 40%. The KPI which deteriorated did so marginally (ie, PGT applications). We expect significant further improvements in performance in 2017/18 as we continue to work closely with Schools/ Course Offices, to further streamline processes and increased focus on the student experience.
- 3 of the 4 KPIs for which the Academic Registry has sole responsibility for delivering were within target, the only exception being on email responses where 90% of emails were handled within 4 days versus a challenging target of 100%. We again expect further improvement in 2017/18 as a result of the Continuous Improvement Programmes, our student focus and our increasing maturity as a service focussed organisation.
- There is room to improve, as despite the very favourable year on year performance comparisons, the Academic Registry team is committed to making further progress to deliver on all of the KPI targets we have set ourselves, and introduce additional KPIs on a broader range of service activities.

Table 2: Academic Registry Activity measured by KPI

Process Area	KPI Measure	KPI Target	Actual Performance in 2016/17	Actual Performance in 2015/16 (March – Sept 2016)
Applications & Admissions (UG) <ul style="list-style-type: none"> NonEU Degree Applicants Visiting Applicants 	First decision processing time - number of working days required to process a complete application and send a first decision.	14 working days	12 working days 11 working days	22 working days 18 working days
Applications & Admissions (PG) <ul style="list-style-type: none"> PGT Admissions (Rolling) PGR Admissions (Rolling) 	First decision processing time - number of working days required to process a complete application and send a first decision.	PGT ROLLING ASSESSMENT: 20 working days (School:10 days; AR: 10 days) PGR ROLLING ASSESSEMENT: 20 working days (School: 10 days after closing date; AR: 10 days) NON-EU: 10 working day from date application received.	26 working days 26 working days	23 working days 44 working days
Fees & Payments Electronic Funds Transfer (EFT) payment processing time	Number of days required to process student payment requests.	7 working days	6 working days	8 working days
Service AR Service Channel – Electronic	Number of working days to resolve email queries & my.tcd.ie portal queries.	100% of queries resolved in 4 working days	90%	97%
Service AR Service Channel In Person (Service Desk)	Queue time for queries at the Service Desk.	Average monthly wait time at the Service Desk 5 mins (<i>extended waiting time in peak season 10 mins</i>)	3 mins	4 mins
Service AR Service Channel – Telephone	Queue time for calls to the AR Service Desk & other AR telephone channels.	Average monthly wait time, 150 seconds. (<i>extended wait times in peak season 300 seconds</i>)	75 seconds	74 seconds
Continuous Improvement Initiatives	CI Deliverables Implemented in month	N/A	n/a	n/a
Student Case Dashboard	Statistics and KPI's relating to UG and PG Student Cases	N/A	n/a	n/a

AR Qualitative Performance Initiatives

Both of the qualitative metrics presented below were introduced during the 2016/17 academic year to give us greater insight into the quality of our Student Interactions.

- **'Happy or Not' Terminal:** a 'Happy or Not' (physical) terminal was introduced into the Service Desk space in April 2017 and by the end of August we had an average 'Happiness' Score of 94% based on over 1,300 student responses.
- **Quality Review of AR Responses:** A process to assess and measure the quality of emailed responses issued by the Academic Registry via peer review was introduced in May 2017. The process evaluates the quality of responses across the functions in the Academic Registry and also measures against benchmarks established by the Academic Registry. The process has proved very valuable in ensuring quality and consistency across the Academic Registry and the AR Team achieved an overall average score of 86% from May through to August inclusive. A quality metric for voice contacts based on post call Customer Surveys will be developed in the academic year 2017/18.

Overview of Academic Registry's Operation Team

The Academic Registry's Operations Team, headed by Jennifer Pepper, is structured into four teams, with responsibility for the following core activities in the student lifecycle across undergraduate and postgraduate programmes:

- Applications & Admissions, including study abroad programmes
- Fees & Payments
- Records & Case Management
- Assess, Progress & Graduation

The core objective of the Operations Team is to directly meet the needs of students and staff throughout the full student lifecycle. It is the largest unit in the Academic Registry, with a core staff complement of 32 FTE, which is supplemented by temporary staff at peak points in the academic year.

The consolidation of activities into single areas of expertise, successfully realised in 2016/17, has been achieved on the basis of the ongoing commitment of the teams to be multifunctional and goal-oriented, striving to achieve key performance indicators (KPI), and adding value to the student experience.

The integration of the teams and alignment of staff into new roles, together with the development of a service delivery focus in 2016/17, saw the consistent improvement of outcomes against KPI targets for the academic year, while at the same time broadening the base of expertise.

The Operations Team has a number of key stakeholders in the College community, and we work hard with our colleagues in Financial Services Division (FSD), Global Relations, the Disability Service, and with College Officers to ensure that the work carried out on their behalf and in collaboration with them is of the highest quality and continues to add value. We have initiated regular meetings with other departments and actively promote collaborative and positive working relationships.

In 2016/17, the AR Operations Team processed 52,396 applications to Trinity, managed 81,057 examinations sittings, processed €139 million financial transactions, processed 2,364 student cases, and conducted graduation ceremonies conferring 5,395 degrees. In addition to the delivery of

operations, we focussed on the transfer of knowledge across the team, and facilitated the implementation of new academic policy (eg, plagiarism).

Operations KPI Performance (Quantitative)

Overall the Operations Team made very good progress in working collaboratively with the schools to improve performance and reach KPI targets. It will continue to focus on this in 2017/18 and expect further improvements in application processing times and the student experience of the applications process.

- The Applications & Admissions Team had:
 - an average turnaround time of 12 days (KPI 14 days) for undergraduate NonEU Full Degree (22 days in 2015/16) and 11 days for Visiting Student Applications (KPI of 14 days, and an improvement on 18 days in 2015/16)
 - an average turnaround time of 26 days for postgraduate applications (KPI of 20 days – 10 with Academic Registry and 10 with Schools).
- Fees & Payments Team had an average turnaround time of 6 days on a KPI of 7 working days to process student payment requests and improvement on 8 days in 2015/16
- Records and Case Management Team consistently produced the student case dashboard, showing turnaround times and logged case activity on a monthly basis

Overview of Academic Registry's – Business Support & Planning (BSP) Team

The Academic Registry's Business Support & Planning Team, headed by Peter Hynes, is structured into two teams, with responsibility for the following core activities:

- Data / Systems & Reporting
- Continuous Improvement & Project Management

The core objectives of the Team are to manage the data stored in the College's student administration systems – SITS and CMIS, and the development of these systems to support academic administration. The team is staffed by a core complement of 6 FTE which while each having individual responsibilities, operate with flexibility across the full remit of the team.

The Business Support & Planning Function manages the significant operational dimension to SITS which provides extensive functionality to support the student lifecycle and is a rich repository of data for reporting on activity for a range of stakeholders (eg, Provost, College Officers, and Higher Education Authority). Currently, 196,453 student records and 139,844 alumni records are stored in SITS.

Data / Systems & Reporting Team

The BSP Data / Systems & Reporting Team provides operational support in the following areas:

- Management of student registration through SITS
- SITS – User access management and approval (SITS Client, my.tcd.ie, ESD)
- Diagnostic of systems issues and triage prior to escalating to IT Services
- Liaises with IT Services on all technical systems management on behalf of Academic Registry (and wider College community)
- Reporting/statistics on College data, internally and externally, eg:

- HEA Bi-annual Reports
- FTSE
- RGAM (Recurrent Grant Allocation Model)
- Statistics on all data pertaining to the student life-cycle
- Support for the annual publication of the Seanad Electoral Register and associated electoral processes.

It also provides systems management and technical configuration in the following areas:

- Import of annual CAO files, and SITS systems configuration
- Management and configuration of the TCD Academic Model (ie, set up and maintenance of course curriculum in SITS)
- Systems Rollover Management & Support:
 - Applications and Admissions Rollover in October annually
 - Academic Year (Progression) Rollover in July annually
- Change/Release Request Management for SITS
- Definition of the data feeds (eg, interfaces to Trinity Foundation/Alumni, Student Services (Careers, Disability Service, Accommodation, Sports Centre, Medical Centre etc.)

Continuous Improvement & Project Management Team

The Continuous Improvement & Project Management Team works very closely with colleagues in IT Services to drive continuous improvement. This, together with effective data management and planning for future developments, facilitates operational efficiency and continuous improvement, to ensure a quality service to students, staff and other key stakeholders.

The Team provides support for the upgrade of systems and the delivery of continuous improvement projects including:

- Planning and coordination of annual upgrades in association with ITS Services
- Coordination with IT Services and Systems Vendors on new functionality delivered via the upgrades
- Management and coordination of Academic Registry user acceptance testing
- Systems upgrade management on behalf of Academic Registry

Key projects that were delivered by the Team, together with colleagues across the AR, in 2016/2017 include:

- Implementation of PG student research management functionality in SITS
- Design and implementation of new functionality in SITS to enhance the student application process for applicants and staff.
- Redesign and implementation of functionality in SITS to improve the Reference Request process for staff, referees, and applicants.
- Streamlining of the CAO File Import process and record duplicate matching process.
- Design and implementation of a PGT Modularisation Pilot – facilitating the application and admission of students onto eight PGT stand alone modules.
- Roll out of Lynda.com to all staff across the Academic Registry.

Further details of what the Business Support & Planning Team delivered in 2016/17 are presented in Part II, on page 76.

KEY PROGRAMMES / INITIATIVES / SUCCESSES IN 2016/17

The academic year 2016/17 was an extremely busy and challenging year for the Academic Registry, and was one that was met with focus and energy.

Key initiatives / successes achieved during academic year 2016/17 include the following:

Academic Registry Enhancement Programme

After a year of very significant change in 2015/16, which saw major organisation restructuring, streamlining of business processes and systems development, 2016/17 represented a year of transition and embedding the change.

Student Cases and the Disability Service

The year saw the completion of a student cases improvement project focused on streamlining the processes for student cases and enhancing response times. A KPI dashboard was also introduced allowing enhanced monitoring and reporting on the progress of student cases. A Student Case dashboard for the year 2016/17 is presented in Part III, Appendices, Figure D1.

Working with our colleagues in the Disability Services, we created a 'virtual' cross-functional team (staff from Academic Registry and the Disability Service), resulting in better communications with the Disability Service, improved training of invigilators and pre-emptive work. Overall, students had a more seamless experience with significantly less reported issues at examinations.

Registration Continuous Improvement Programme

In March 2017, the Academic Registry launched a Registration Continuous Improvement (CI) Programme aimed at improving both the cycle time for students to complete course registration, and also their experience going through the process.

The programme was developed based on feedback from the September 2016 registration period taken from the annual survey of students conducted by the Academic Registry, feedback from the Undergraduate Studies Committee, the International Student Barometer Survey, the wider College community and the experience of staff in the Academic Registry.

A total of 31 discrete initiatives were included in the CI Programme for delivery in advance of the registration period in Michaelmas Term 2017. With the assistance of a number of areas across the College, 24 were successfully delivered over a six month period before the Programme was closed out. Of the remaining seven initiatives, six are expected to be delivered in 2017/18, 4 of which are in the scope of the TEP Implementation Project. The remaining initiative will be re-evaluated.

The success of the CI programme will be measured at the end of Michaelmas Term 2017 using the same tools (eg, student survey), and early indications are very good based on the following key metrics:

- At the beginning of Freshers' Week 2017 there was a 31% increase in the number of student registrations completed for CAO New Entrants compared to September 2016.

- Calls to the Academic Registry in Registration period reduced by 15% and there was a 50% reduction in the Call Wait time compared to 2016.
- Walk-In visits to the Academic Registry Service Desk during the Registration period 2017 were reduced by 9% year on year and a 95% Satisfaction Rate was recorded by Students
- There was a 66% reduction in the queue time (30 minutes to 10 minutes) for collection of Student ID Cards compared to 2016.

Further details of the Registration CI Programme are presented in Table 3 below.

CAO Process Streamlining

Early in 2016, a body of work was undertaken by the Academic Registry to enhance the performance of the CAO file import process within SITS. The work was successfully completed pre-CAO 2017 ready to facilitate the CAO first round offer file to be imported in a significantly reduced timeframe. It is expected to reduce the time by approximately four working days, thereby enabling the smooth distribution of welcome packs and my.tcd.ie login details to CAO new entrants in August 2017.

People First Programme

The Trinity Term of 2017, saw the Academic Registry launch its 'People First Programme'.

Recognising that the staff in the Academic Registry had been through a period of significant change in the previous 18 months with the pace of change to continue throughout 2017/18 and into the future, the 'People First Programme' acknowledges the impact that the pace of change has had on all of our staff and seeks to ensure the whole team can play a role in shaping what we do and how we do it in the future. We recognise our achievements are a direct result of our staff and the Programme seeks to ensure we remain focused on them as critical stakeholders in our activities.

Four discrete cross-functional working groups were established to examine the following topics:

- Trust and Respect
- Communications
- Training, Development and Progression
- Systems

In total the Working Groups highlighted 23 initiatives which together will form the basis of the Programme in 2017/18 as we seek to ensure we maintain the appropriate focus on our staff while delivering service as usual and enabling implementation of strategic priorities eg, new academic year structure in 2018/19, Trinity Education Project.

Trinity Education Project

The Trinity Education Project (TEP) is one of the largest change programmes undertaken by the College in many years. The TEP, and the change to the academic year structure in 2018/19 will impact every area of the Academic Registry in particular admissions, registration, billing and collection of fees, assessment, and progression etc. As a result almost all of the major processes associated with the above activities and the systems which support them require major change and development work.

In partnership with IT Services, the Academic Registry completed a major scoping exercise during the summer of 2016 to understand and detail the requirements to deliver the above. The joint effort comprised 55 workshops and approximately 455 person days of effort over a four month period and was delivered concurrently with the operation of delivering the usual Academic Registry's activities.

A Business Case developed as the output from the scoping project was subsequently approved by the Capital Review Group and Chief Officers to establish a project team in 2017/18 to implement specific TEP deliverables, and the new academic year structure for 2018/19.

Table 3 Registration Continuous Improvement Project

#	Type	Initiative	Status	End Result
			R/A/G	
1		Implement new ticketing system enabling dedicated SD queues	DESCOPE	NO
2		Define new queue operation (Letters / Fees and Payments / General)	COMPLETE	YES
3		Agree with NI Authorities revised documentation and process for NI student Registration	COMPLETE	YES
4		Define and approve additional temporary resourcing requirements (Volumes/Dates) across AR Service and AR Operations.	COMPLETE	YES
5		Agree timing and training of Temps	COMPLETE	YES
6		Provide dedicated Fees and Payments resource at the Service Desk	COMPLETE	YES
7		Customer Service Refresher Training to all AR staff	DESCOPE	NO
8		Early set up of Location and IT Infrastructure and for ID Card printing	COMPLETE	YES
9		Improve MyTCD Registration experience (update of language - (not code/functionality)	COMPLETE	YES
10		Complete Letters project - Operational Production in Service Desk	COMPLETE	YES
11		Review and improve the end to end Garda Vetting Process (including issues with systems checks)	COMPLETE	YES
12		Review and improve the end to end Vaccination process (including issues with systems checks)	DESCOPE	NO
13		Solve issue with on-line questionnaire associated with HEA free fees initiative	COMPLETE	YES
14		Close out Union issue impacting arrangements for 6pm cover on Service Desk	COMPLETE	YES
15		Receipts printable from portal to reflect current academic year rather than academic year in which the fees were paid	DESCOPE	NO
16		Invitation to register payment date of 1st September, date should be dependent on invite date	COMPLETE	YES
17		Review end to end Broad Curriculum Process	COMPLETE	YES
18		Need to invite Off Books students earlier than last year (August)	COMPLETE	YES
19		Mechanism for real-time answer to student on cases during Registration	COMPLETE	YES
20		Publish / Communicate clearer information on Registration Process (Podcast on Portal)	COMPLETE	YES
21		Billing for HSE funded PGT Nursing - Process between Finance / Admissions / Case Management	COMPLETE	YES
22		Set up Reg SWAT Team to meet for daily 10 minute stand-up to review / challenges / bottlenecks	COMPLETE	YES
23		Review AD account creation process to reduce 5 day turnaround to 24hrs	DESCOPE	NO
24		Flag AD account set-up in SITS once done	DESCOPE	NO
25		Review of Sponsorship Record Roll-Over process to ensure completed in July to reduce dependency on Fees & Payments Team	COMPLETE	YES
26		Review of all on-line registration SRLs and management of same	COMPLETE	YES
27		Ensure that the whole Admissions team are trained to undertake the whole Admissions process	COMPLETE	YES
28		Review Responsive Ready Framework within the Portal - switch on for the whole Portal	DESCOPE	NO
29		Solve multiple issues (9) which caused failure of CAO File Import	COMPLETE	YES
30		Ensure all AR have suitable SITS log-on credentials / SITS view (eg Sue cannot see Reg screens)	COMPLETE	YES
31		A1 sheets on Registration Process and 'Here to Help' Experts in Walk-In area	COMPLETE	YES

End Result	
Delivered	YES
Not Delivered	NO

Issue Type	
Business Process	
IT / Systems	
Training	
Resourcing	

KEY INITIATIVES AND CHALLENGES FOR 2017/18

Looking to the year ahead, key challenges for the Academic Registry in 2017/18 include the following:

Trinity Education Project

The successful implementation of the Trinity Education Project and specifically the change in the academic year structure in 2018/19 will dominate Academic Registry activity in the coming year. The Academic Registry will maintain all business as usual activities supporting the student life cycle as they currently operate but will be doing this in parallel with the design, documentation and implementation of all the process and systems necessary to deliver the scope of the implementation project. It is a large and complex project impacting all areas of the College and has significant resource implications for the Academic Registry and in IT Services notwithstanding the allocation of funding to support the implementation project. It will require skilful management of the delivery of service while ensuring the project deliverables are achieved. A robust TEP implementation plan has been developed and programme governance structure put in place. A dedicated cross-functional TEP implementation team will be established by January 2018.

Admissions Strategy

The lack of a holistic College admissions strategy continues to seriously impact the operational efficiency of the Academic Registry and, more importantly the student experience of applying to Trinity. A single consistent strategy to replace the current set of diffuse, diverse and inconsistent policies is a key enabler to not only delivering improved service to prospective students and to support the College in achievement of its' strategic goals, but also to clearly articulate an integrated planned approach to admissions in Trinity with clearly defined roles and responsibilities for all stakeholders involved. The areas which require consideration include defining the future composition of the student body and aligning domestic and international recruitment and operational strategies accordingly, course quotas vis-à-vis the filling of places, strategic use of scholarships to support admissions. The Director of the Academic Registry together with the Head of Operations are committed to continuing to work with the academic officers to address this need.

Single Student View and History

Significant strides have been made towards an Academic Registry operation where full detail is captured on the volume, nature and quality of all student interactions (eg, phone, email and personal visits). Notwithstanding this, there are opportunities to make further progress by addressing some of the constraints with our current enquiry management system, ESD. In particular, the upgrade from ESD to SID (Student Information Desk), scheduled for January 2018, will enable us to gather far more granular detail on the nature of all student queries and will also enable us to implement a queue management system which is fully integrated with our enhanced enquiry database, SID. In 2017/18, we will continue to work with our colleagues in IT Services to realise these opportunities.

Integrated Student Service Desk

Whilst a number of central academic administrative functions were integrated by the creation of the Academic Registry (eg, UG admissions, PG admissions, study abroad, fees and payments, UG and PG

student cases etc), there are numerous different contact points for other student services including Counselling, Disability, Health and Sports. In the academic year 2017/18, the Academic Registry, working with colleagues in CSD, will seek to develop a strategy to optimise these contact points in the context of providing a more coherent and integrated service to our students.

General Data Protection Regulations (GDPR)

The new EU General Data Protection Regulations (GDPR) come into force on May 25, 2018. The regulations require significant changes to the processes associated with Data Management and Data Sharing and the Academic Registry, as owner of the core SITS and CMIS systems will be significantly impacted. We will be working very closely with the Data Protection Officer to ensure all of the necessary processes and controls are in place. Ensuring we are compliant by May 25 is likely to place significant strain on Academic Registry resources already stretched with the delivery of TEP while at the same time ensuring delivery of service to our students and staff.

Overall Demands on the Registry

The aggregate of all of the above items together with our 'business as usual' commitments means that 2017/18 is going to be a year of very significant challenge for the Academic Registry. We will remain fully committed to maintaining our customer focus and being as responsive as we can to demands from within and outside the College.

PART II: SERVICE DELIVERY & OPERATIONS

A. Applications and Admissions

The admissions activity in the College has been centralised into one team in the Academic Registry to manage and process undergraduate, postgraduate, study abroad, and Erasmus activities. The remit of the team focuses on the day-to-day management of admissions and entry to Trinity across all cohorts in the College, it centrally administers the admissions and applications process, and it manages and implements any new initiatives in this area on behalf of the academic custodians of Admissions - the Senior Lecturer/Dean of Undergraduate Studies, and the Dean of Graduate Studies. We have made significant progress in consolidating the team, streamlining admission processes, and sharing knowledge over the course of the 2016/17. However, we believe we are limited in our ability to advance admissions in a strategic way in the absence of a College wide integrated admissions strategy (see page 14 above).

This report encompasses admissions data from 2016/17. Areas of interest in the report include the data on applications to Trinity at both UG and PG levels and on the profile of applicants. Additionally, the report includes updates on the Northern Ireland Engagement Programme, the Feasibility Study, Student Cases, and Foundation Scholarship. Information is also provided on the International Foundation Programme and new and existing partnership agreements.

Undergraduate Applications & Admissions

Central Applications Office (CAO) Admissions

A total of 71,770 applicants applied through the CAO for Level 8 courses in Irish higher education institutions, an increase of 2% on the 2015 application figures (70,476). In 2016, 18,518 (18,169 in 2015 and 17,795 in 2014) mentioned TCD as one or more of their CAO course preferences – an increase of 2% on 2015. Figure A1 below presents comparative details on the total number of CAO applications to all universities for the period 2016-2014.

Figure A1: Total number of CAO applicants to all universities 2016, 2015, 2014

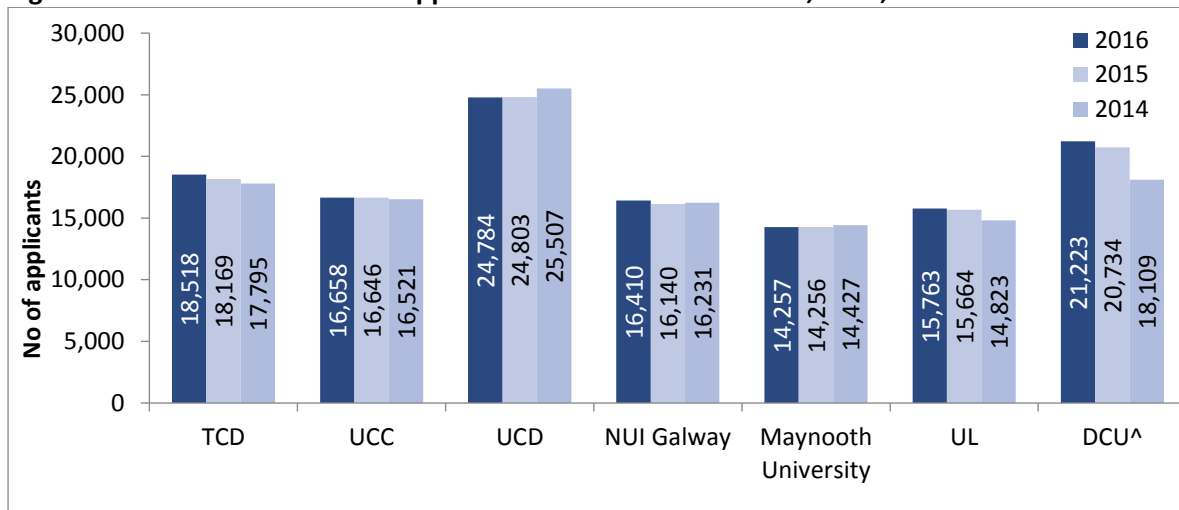


Figure A2 below presents a comparative analysis of the proportion of CAO applicants to the university sector (including DIT) for the period 2016 – 2012, and Figure A3 presents comparative data in respect of the proportion of first preference applicants to the university sector for the same period.

The number of first preference applications represents 11% of the total number of Level 8 applications in the CAO system in 2016 (11% in 2015). In 2016, Trinity received 7,916 first preference CAO applications – which while presenting an increase of 1.4% increase on 2015 (7,816), resulted in Trinity attracting 16% of all first preference applications across the sector. Looking across the other universities, UCD, UCC, DIT, NUIG and UL maintained the same proportion of first preference applications when compared to 2015. While DCU and Maynooth each recorded an increase of 1%, the issue of comparability arises in relation to DCU due to the incorporation of St Patrick’s College Drumcondra and Mater Dei in 2015.

Figure A2: Proportion of CAO Applicants to the University Sector (incl DIT), 2016 – 2012

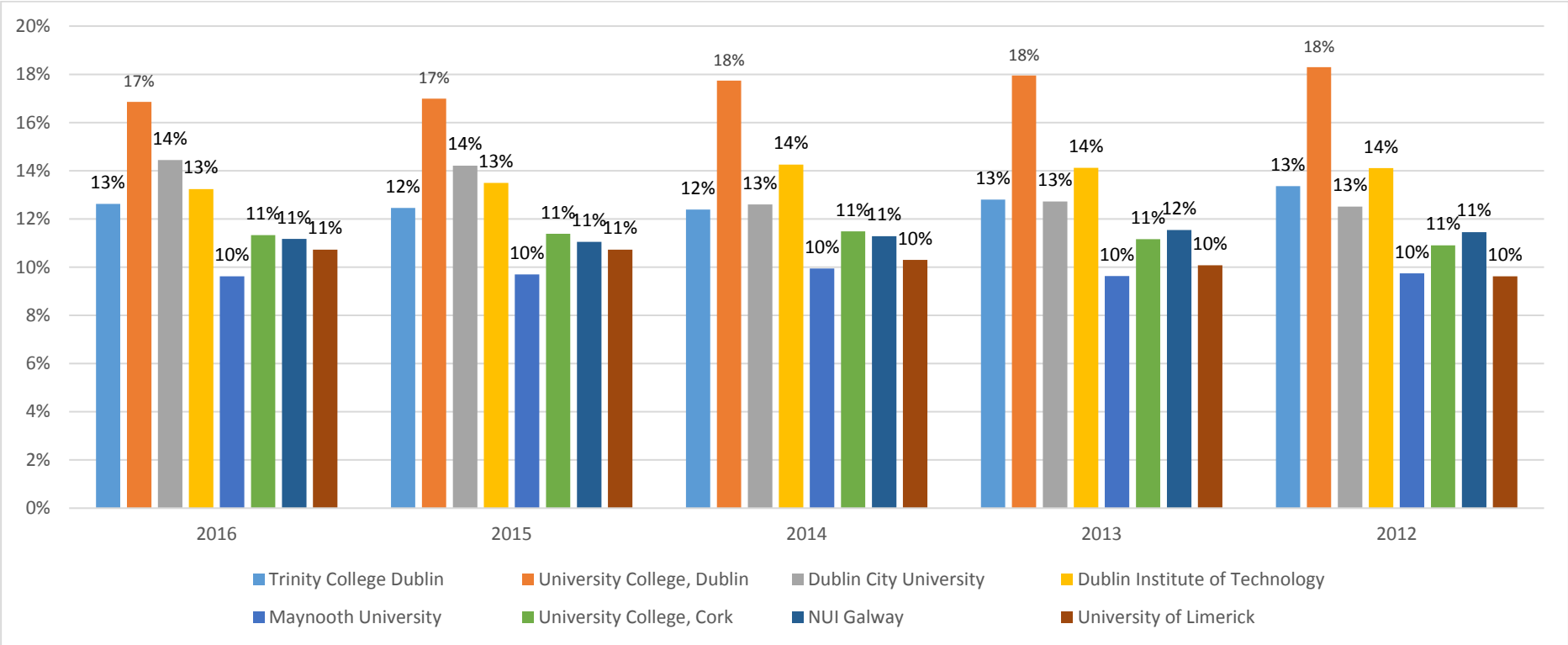
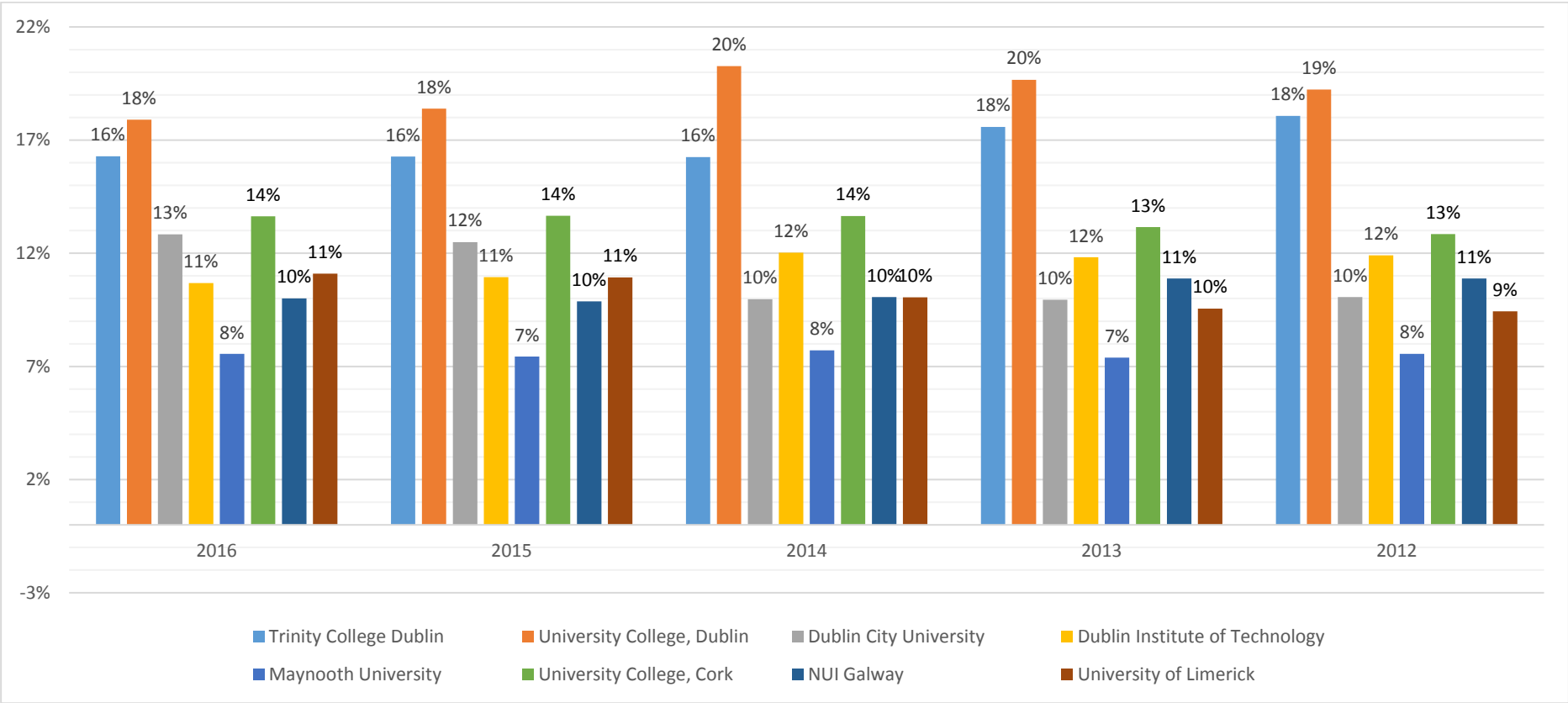


Figure A3: Proportion of CAO 1st Preference Applicants to University Sector (incl DIT) 2016 - 2012



The Academic Registry has undertaken analysis of the ability of Trinity to fill course places vis-à-vis the established and historical course quotas. The Tables (A1 to A3) below present data in respect of the following:

- The ratio of total CAO Eligible First Preference Applications : Quota, where the ratio is greater or equal to two.
- The ratio of total CAO Eligible First Preference Applications : Quota, where the ratio is less than or equal to one
- The ratio of total TSM CAO Eligible First Preference Applications : Quota, presenting where the ratio is greater or equal to 2 (highlighted in green) and where the ratio is less than or equal to one (highlighted in red).

While it is recognised that there are many factors (eg, space, staff resource, CAO entry points) to consider when establishing course quotas, it is suggested that consideration should be given to existing course quotas in the context of demand for places, and eligible first preference applications.

Table A1: Total CAO Eligible First Preference Applications : Quota, ≥ 2, 2016 to 2012

Course	2016			2015			2014			2013			2012		
	Quota	Min. points	Eligible 1st Pref Applcns : Quota	Quota	Min. points	Eligible 1st Pref Applcns : Quota	Quota	Min. points	Eligible 1st Pref Applcns : Quota	Quota	Min. points	Eligible 1st Pref Applcns : Quota	Quota	Min. points	Eligible 1st Pref Applcns : Quota
Faculty of Arts Humanities and Social Sciences															
Business (New in 2016)	25	535	5.6												
Business Studies & French	15	525	1.7	15	545*	3.3	15	505	1.7	15	550*	2.1	15	515	2.3
Business Studies & Spanish	10	515*	3.0	10	535*	3.1	10	505	2.3	10	510	2.0	10	505	1.8
Catholic Theological Studies	15	330	0.4	15	360	0.5	15	310	0.7	15	AQA	2.1			
Clinical Speech & Language Studies	34	520*	2.4	34	515*	2.1	34	525*	2.3	34	525*	2.5	34	535*	2.0
English Studies	40	515	2.3	40	505*	2.2	40	500*	2.1	40	515	2.6	40	510*	2.0
European Studies	45	535	2.1	45	545	2.0	45	520*	1.9	45	535*	2.3	45	545	2.0
History & Political Science	24	535*	3.1	24	510*	2.5	24	500	2.0	24	510	2.1	24	515	2.6
Law	90	525*	2.4	90	540	2.6	90	525*	2.1	90	530	2.0	90	525*	2.0
Law and Business	25	580*	4.7	25	580	5.1	25	570*	4.7	25	570*	5.0	25	565	5.5
Law & French	15	575	2.8	15	570	3.5	15	560*	2.5	15	560*	2.7	15	565	3.1
Law & German	15	535*	1.7	15	535	2.5	15	515	1.3	15	515	1.5	15	525	1.5
Law and Political Science	20	575	4.5	20	575	3.8	20	555*	3.6	20	570*	3.2	20	575	4.0
Music Education*	10	**435	1.5	15	**450	0.5	10	445**	1.3	15	**405	0.9	10	***525*	2.2
Philosophy, Political Science, Economics & Sociology	34	555*	4.0	34	535	3.3	34	540	2.7	34	530*	2.6	34	535*	3.0
Psychology	31	535*	4.6	31	555*	4.7	31	555	4.8	31	560*	5.6	31	565*	5.9
Social Studies	45	460*	1.6	45	460	2.1	45	455*	2.1	45	460*	2.3	45	465	2.5
Faculty of Engineering, Mathematics and Science															
Human Genetics	15	570	2.3	15	560	2.1	15	560	2.9	15	560*	2.3	15	560*	2.7
Management Science & Information Systems Studies#	27	565	2.9	27	555	2.5	35	515	1.6	27	480	1.2	27	455	0.9
Mathematics	30	545	2.1	30	550	2.4	30	540	1.8	30	520*	2.3	30	535	2.4
Nanoscience, Physics & Chemistry of Advanced Materials#	25	585*	2.5	25	585	2.9	20	595	3.9	20	570*	3.2	15	515*	2.1

Course	2016			2015			2014			2013			2012		
	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota
Faculty of Health Sciences															
Dental Science	32	585*	3.4	32	585	4.1	32	575*	3.9	32	575*	3.1	32	590*	3.6
Integrated and Childrens General Nursing	20	485*	3.3	20	495	3.8	20	490	3.0	20	505*	3.7	20	490*	3.4
Medicine	121	729*	4.1	121	733	4.2	121	731*	4.4	123	748*	4.8	123	746*	5.0
Midwifery#	44	450*	2.3	40	455	3.1	40	450*	3.2	40	445	4.1	40	460*	3.6
Occupational Therapy#	40	510	2.2	45	515*	2.5	45	500*	1.9	40	505*	2.0	40	510*	2.6
Pharmacy	75	555*	2.0	75	550*	1.8	75	560*	2.1	75	565*	2.1	75	565*	2.6
Physiotherapy	40	535*	1.5	40	540*	1.6	40	540*	2.1	40	535*	1.5	40	550	2.1
Radiation Therapy	30	515*	2.1	30	525*	2.0	30	515*	1.7	30	530*	1.7	30	535*	1.9
Multi-Faculty															
Political Science and Geography	15	475	1.4	15	470	1.6	15	485	2.2	20	445	1.3	20	435	1.6
Two Subject Moderatorship#	428	n/a	1.5	424	n/a	1.7	419	n/a	1.6	419	n/a	1.0	414	n/a	2.0

*Course quota is 10 (RIAM) or 15 (DIT) (alternate years)
Quota adjusted as a result of strategic planning process
Minimum point: * Random selection, not all student with this number of points were offered a place
Minimum Points: *** Entrance Test and/or Interview

Table A2: Total CAO Eligible First Preference Applications : Quota ≤ 1, 2016 to 2012

Course	2016			2015			2014			2013			2012		
	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota
Faculty of Arts Humanities and Social Sciences															
Ancient & Medieval History and Culture#	16	395*	0.8	15	445	1.3	15	450	1.3	15	425	1.0	15	405	1.5
Business Studies & German	15	495*	0.9	15	500	0.9	15	485*	0.8	15	485	1.6	15	480*	1.5
Business Studies & Polish	5	415*	0.6	5	405	0.0	5	405	0.0	5	470	0.2	5	415	0.2
Business Studies & Russian	7	450	1.4	7	450	1.0	7	440	0.9	7	470	0.9	7	475	1.7
Catholic Theological Studies	15	330	0.4	15	360	0.5	15	310	0.7	15	AQA	2.1			
Classics	15	360	0.9	15	410	0.4	15	435	0.5	15	465	0.6	15	390	0.5
Deaf Studies	20	335	0.7	20	375	1.1	20	400	1.3	20	390	1.0	20	395*	1.3
Drama & Theatre Studies	17	**425	0.6	17	***455	1.5	17	440***	1.3	16	***450	1.4	16	***510	1.9
Early & Modern Irish	15	375	0.1	15	425	0.2	15	360	0.1	15	365	0.1	15	375	0.3
Music#	15	**380	0.9	15	***340	0.6	15	390***	0.7	15	**405	1.1	20	***420	0.7
Music Education*	10	**435	1.5	15	**450	0.5	10	445**	1.3	15	**405	0.9	10	***525*	2.2
Philosophy	20	455	1.1	20	410	1.1	20	390	0.7	20	435	0.6	20	455	1.0
Sociology & Social Policy	28	480*	1.1	28	455	0.9	28	460	1.0	28	455	1.1	28	415	0.8
World Religions and Theology	15	350	0.5	15	360	0.5	15	350	1.0	15	380	0.7	29	365	0.8
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modeling	5	485	0.0	5	505	0.6	5	505	0.2	5	470	0.4	5	490	0.8
Earth Sciences	19	490	1.8	19	485*	1.4	19	475	0.9	14	490*	1.1	14	480	1.9
Engineering (Integrated)#	165	500*	1.2	165	490	1.2	175	470	0.9	165	455*	1.1	165	465	1.2
Engineering with Management (Integrated)#	20	500	1.9	19	490*	1.7	22	460	0.9	18	450	1.0	18	435	0.5
Management Science & Information Systems Studies #	27	565	2.9	27	555	2.5	35	515	1.6	27	480	1.2	27	455	0.9
Medicinal Chemistry	28	500*	1.0	28	510*	1.1	28	525	0.8	28	535*	0.7	28	535*	1.3

Course	2016			2015			2014			2013			2012		
	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota
Faculty of Health Sciences															
General Nursing	139	425	1.3	139	420	1.3	139	415	1.4	139	420*	0.9	139	420	1.3
Intellectual Disability Nursing	30	355	0.4	30	385*	0.7	30	390*	0.8	30	390*	0.7	30	395	0.7
Mental Health Nursing#	53	375	0.8	45	415	1.0	45	390*	1.0	45	400*	1.2	45	395*	1.1
Multi-Faculty															
Business and Computing#	30	535	1.1	30	500	1.4	35	465*	0.8	30	465*	1.2	30	465	1.1
Computer Science and Language	20	465	1.0	20	465	0.9	20	450	0.7	15	525	1.6	15	490	1.0
Human Health and Disease	35	530	0.7	35	535	1.2	35	530*	1.1	35	530*	1.0	35	540*	1.4

*Course quota is 10 (RIAM) or 15 (DIT) (alternate years)
Quota adjusted as a result of strategic planning process
Minimum point: * Random selection, not all student with this number of points were offered a place
Minimum Points: *** Entrance Test and/or

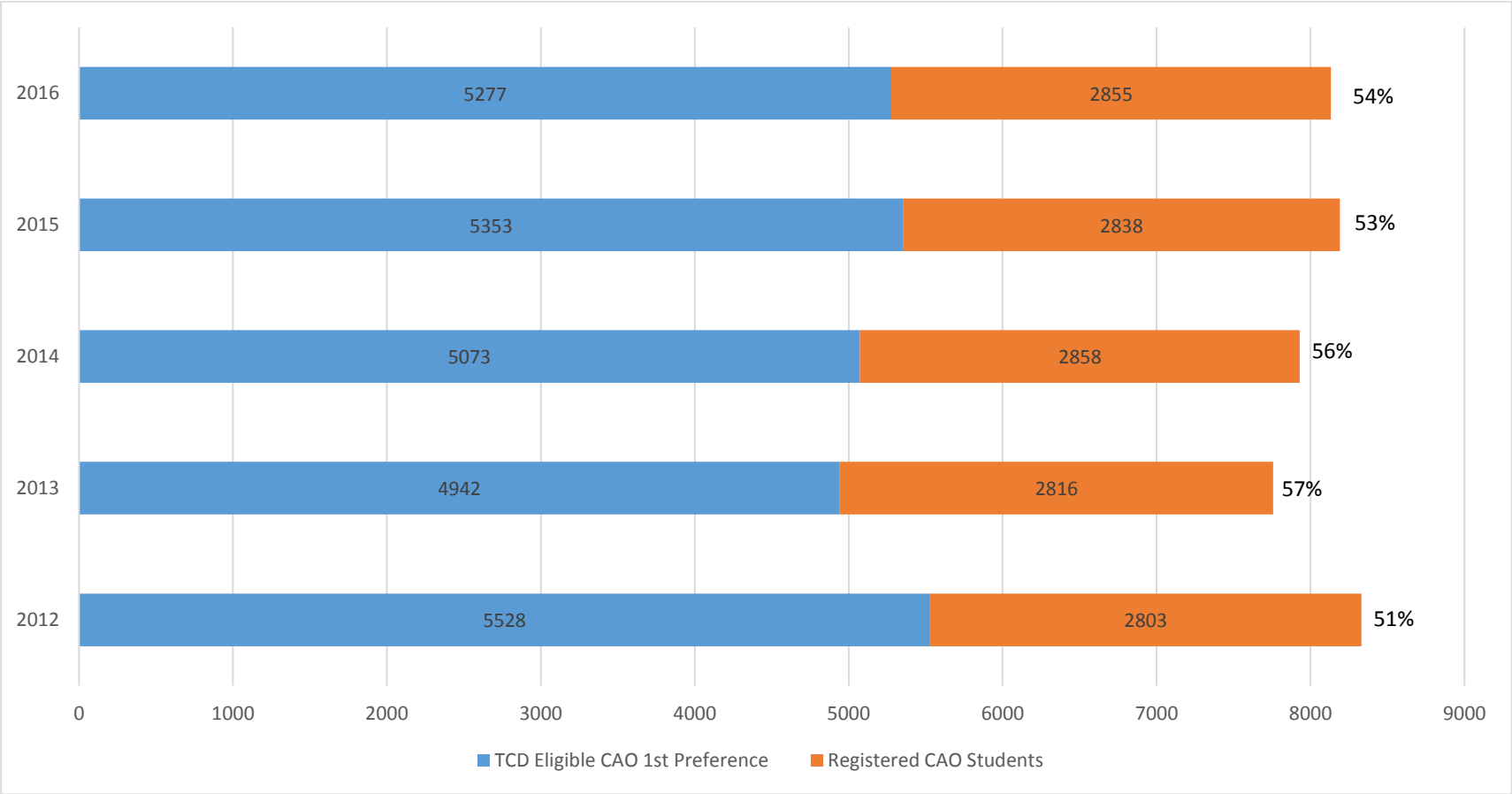
Table A3: Total CAO Eligible First Preference Applications : Quota ≥ 2, and ≤ 1, 2016 to 2012

Two Subject Moderatorship by Subject	2016			2015			2014			2013			2012		
	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota
Ancient History & Archaeology	23	375	1.09	23	375	0.91	23	365	1.00	23	400	1.74	23	390*	1.61
Catholic Theol. Studies	10	430	0.40	10	n/a	0.10									
Classical Civilisation	29	355	1.10	29	415	1.34	29	385*	1.14	29	400	1.28	29	405	1.59
Classical Languages (new)	16	445	0.38												
Drama Studies	24	***380	1.42	24	405	1.75	24	400	1.25	24	435	1.38	24	***515	1.83
Early Irish	10	n/a	0.00	10	515	0.10	10		0.00	10		0.00	10	460	0.10
Economics	43	470	1.91	43	495*	2.07	43	480*	1.40	43	460	2.40	43	475*	2.30
English Literature#	91	515	2.63	85	530*	3.28	85	520*	3.08	85	530*	3.44	85	535	3.56
Film Studies	30	450	2.70	30	455	2.77	30	360	2.20	30	455*	2.63	30	410	2.13
French	84	390	1.21	84	390	1.30	84	400	1.25	84	480	2.06	84	400*	1.80
Geography	45	405	0.84	45	435	0.96	45	430	0.87	45	450	1.27	45	415	1.33
German	32	405	0.94	32	435	0.84	32	435	1.19	32	445	1.38	32	420	1.59
Greek	Merged into Classical Languages			8	385	0.25	8	465	0.25	8	445	0.75	8	405	0.63
History#	44	485	2.80	40	515*	3.00	40	495*	2.68	40	505	3.48	40	530*	3.73
History of Art & Architecture	40	440	1.50	40	440	1.50	40	385*	1.58	40	430	1.68	40	425	1.88
Italian	30	385	2.00	30	375	0.77	30	360	0.87	30	425	0.87	30	425	1.20
Jewish & Islamic Civilisations	10	375*	1.20	10	390	1.10	10	395	0.80	10	415	1.00	10	405	0.80
Latin	Merged into Classical Languages			10	n/a	0.10	10	555	0.60	10	525	0.50	10	435	0.80
Mathematics	25	515	1.84	25	555*	2.40	25	545*	2.00	25	545	2.64	25	540	3.12
Modern Irish	30	415	0.87	30	390	0.87	30	415	0.87	30	425	1.37	30	410	1.13
Music	20	***435	1.40	20	415	1.45	20	415	1.45	20	450	1.50	10	***535	2.40
Philosophy	43	475	1.77	43	435	1.60	43	430*	1.86	43	450	1.88	43	440	2.09
Psychology	17	570*	4.71	17	575*	6.65	17	570*	5.35	17	580	7.18	17	580	7.71
Russian	36	400*	0.36	36	410	0.39	36	410	0.42	36	435	0.53	36	430*	0.58
Sociology	59	420*	1.17	59	460*	1.27	59	440	1.25	59	445	1.78	59	415	1.07
Spanish	41	405	1.56	41	475*	1.29	41	450*	1.51	41	415	1.68	41	475	1.83
World Religions & Theology	24	355	0.83	24	420	1.00	24	385	0.96	24	400	0.92	24	390*	0.71

Quota changed as part of the strategic planning process.
^^ The points shown are the minimum for the subject but not for all combinations
* Random selection: not all students with this number of points were offered a place.
***Entrance test/Interview required

CAO acceptance rates vary considerably from course to course and year to year. The overall average acceptance rate in CAO Round One in 2016 was 77% (77% in 2015). Figure A4 presents a comparative analysis of conversion rates for TCD Eligible CAO 1st Preferences to registered students for the five year period 2016/17 - 2012/13. In 2016, 54% of TCD eligible first preference were converted to registered students in Trinity (compared to 53% in 2015).

Figure A4: TCD Eligible CAO 1st Preferences & Registered CAO students 2016-17 – 2012/13



The Table A4 below presents comparative data for the total number of Year 1 undergraduate student registrations for the five year period 2016 to 2012. Details of acceptance rates by course may be found in Table A23 in the Appendices (Part III).

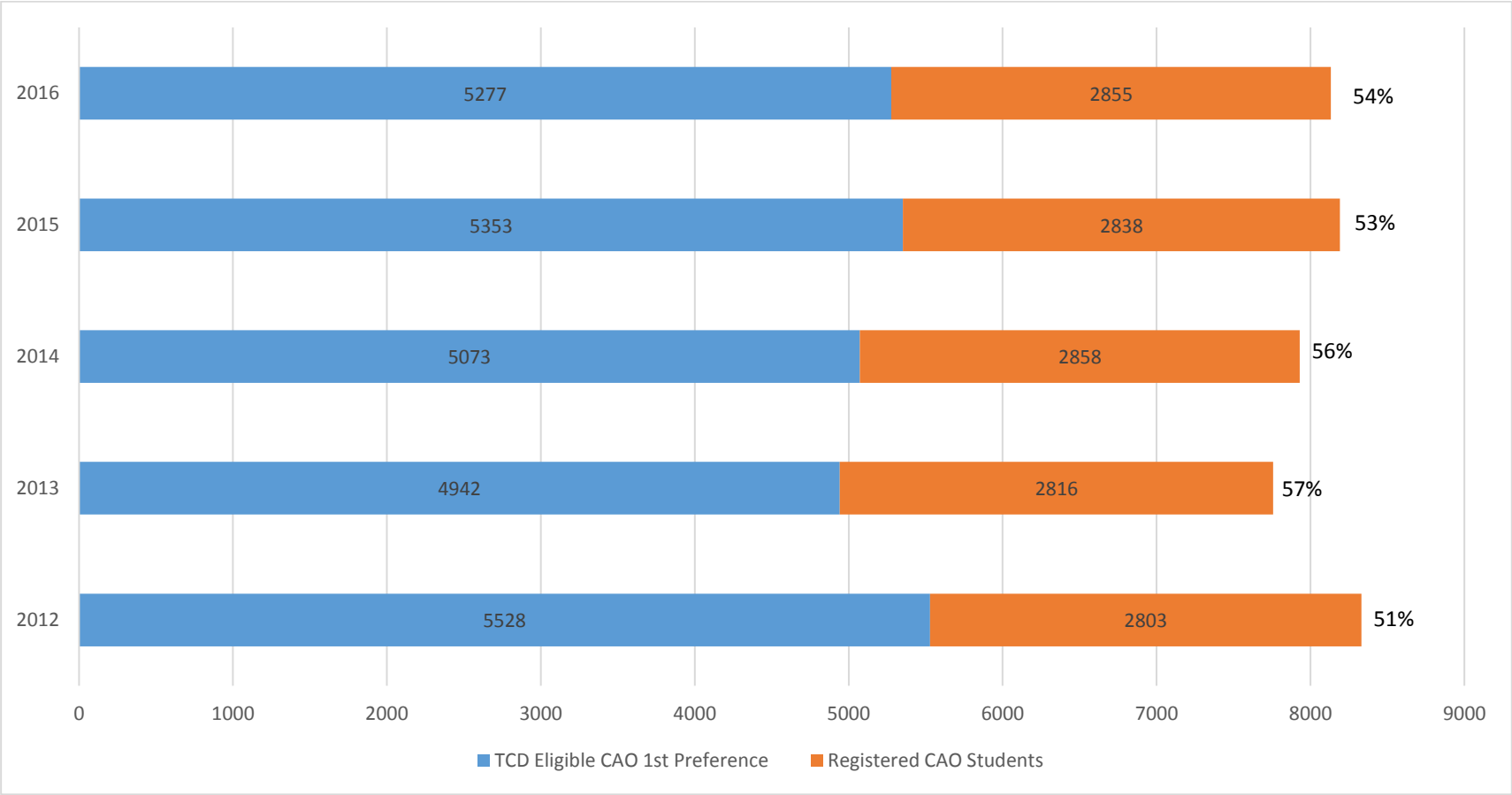
Table A4: Total Undergraduate Year 1 Registrations 2016 – 2012

Faculty	Course Group	2016-17			2015-16			2014-15			2013-14			2012-13		
		EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
AHSS	UG	973	66	1039	968	47	1015	964	45	1009	966	44	1010	977	30	1007
	UG Validated	20	1	21	8		8	49		49	50	1	51	32		32
	UG Visiting	360	379	739	330	337	667	350	306	656	342	333	675	299	250	549
	Total	1353	446	1799	1306	384	1690	1363	351	1714	1358	378	1736	1308	280	1588
EMS	UG	827	25	852	840	31	871	885	35	920	825	32	857	829	14	843
	UG Visiting	89	6	95	96	113	209	83	91	174	95	70	165	75	14	89
	Total	916	31	947	936	144	1080	968	126	1094	920	102	1022	904	28	932
HS	UG	703	79	782	724	79	803	702	76	778	699	71	770	704	63	767
	Total	703	79	782	724	79	803	702	76	778	699	71	770	704	63	767
Multi Faculty	UG	414	25	439	409	18	427	419	18	437	429	14	443	430	14	444
	UG Visiting	2	90	92	35	74	109	1	71	72	1	35	36	2	32	34
	Total	416	115	531	444	92	536	420	89	509	430	49	479	432	46	478
Grand Total		3388	671	4059	3410	699	4109	3453	642	4095	3407	600	4007	3348	417	3765

Note: The CAO Admissions 2016/17 paper, dated September 27, 2016, from the Senior Lecturer to University Council, presented CAO admissions data generated on 1 July 2016. The final end of cycle CAO statistics are generated in mid-October annually, thereby explaining any slight variances to the figures presented in this Report.

Further analysis of CAO admissions data for 2016/17 is presented in the MS Excel Workbook in the A Table in the Appendices, Part III.

Figure A4: TCD Eligible CAO 1st Preferences & Registered CAO students 2016-17 – 2012/13



Alternative Entry Routes to Trinity

The College's Strategic Plan aims to increase the percentage of under-represented groups registered on undergraduate courses to 25% by 2019. At present these groups consist of students who are admitted under the Mature Student Dispensation Scheme; the TAP Foundation Courses for Mature Students and Young Adults; the DARE Scheme; the HEAR scheme and FETAC applicants. In 2016, for the first time, and three years ahead of target, Trinity has met its objective of 25% of under-represented grouped registered on undergraduate courses.

Table A5(a): Undergraduate New Entrants by Alternative Admission Routes by Faculty 2016/17

Category of Student	FAHSS	FEMS	FHS	MF	Totals
HEAR (Socio-economically disadvantaged)	96	69	79	7	251
Mature students	57	23	89	22	191
DARE (students with a disability)	47	28	64	138	277
Totals for Alternative Entry Routes	200	120	232	167	719
Total CAO Entrants 2016/17	917	812	622	504	2855
Total as a % of Faculty new entrants - CAO	21.8%	14.8%	37.3%	33.1%	25.2%

The data in the table below demonstrates the number of undergraduate new entrants who subsequently register with the Disability Service post admission and not restricted to those admitted through the DARE route.

Table A5 (b): Undergraduate New Entrants registered with the Disability Service by Faculty 2016/17*

Category of Student	FAHSS	FEMS	FHS	MF	Totals
Specific Learning Difficulty	23	13	25	48	109
Non Specific Learning Difficulty	91	31	60	158	340
Totals	114	44	85	206	449
Total CAO Entrants	917	812	622	504	2,855
Total as a % of Faculty new entrants - CAO	12.4%	5.4%	13.7%	40.9%	15.7%

* There is no cut-off date applied to when a student can register a disability with the Disability Service - students may register all year round. Students may disclose a disability later, and some students acquire a disability whilst at College.

Trinity Access Programmes

Table A6: Number of students admitted through the Trinity Access Programmes 2016, 2015, 2014

Entry Route	2016	2015	2014
HEAR – Full Points	52	50	50
HEAR – Concession on points	148	125	129
HEAR / DARE / FETAC / AFS*	11	13	11
Foundation Course – Mature Students	17	16	17
Foundation Course – Young Adults	20	27	27
CDVEC Colleges:			
- Liberties Liberal Arts	14	13	3
- Pearse College	3	3	3
- Plunket College	3	6	9
- Rathmines	0	3	2
Deferral	0	0	1
Total	268	256	252
% Increase / Decrease on previous year	4.7%	1.6%	2.7%

*11 students satisfied the entry criteria for the HEAR scheme and are being supported by TAP as 'HEAR eligible' students, but were admitted through either the DARE/FETAC/AFS entry routes.

Mature Entry

Table A7 (a): Analysis of students admitted under the Mature Students Dispensation Scheme, by Faculty 2016 – 2012

Details of applications	2016	2015	2014	2013	2012
Number of applicants	717	764	766	916	860
Number of places offered	136	100	161	158	174
Numbers of students registered by Faculty	2016	2015	2014	2013	2012
Arts Humanities & Social Sciences	57	49	65	68	77
Engineering Mathematics & Science	23	15	23	22	27
Health Sciences	25	25	29	31	30
Multi-faculty	22	20	23	21	24
Total students registered	127	109	140	142	158

Table A7 (b): Number of mature student applications, offers, and students registered in Nursing & Midwifery

	2016	2015	2014	2013	2012
Number of applications	1,981	1,770	2,048	2,114	2,121
Number of places offered	88	92	126	115	96
Total students registered	64	79	79	76	74
Overall Percentage (offers to registrations)	76%	86%	63%	66%	77%

Advanced Entry

College's admission regulations have provision for the admission of students who have credit from other universities and colleges. Such students are allowed credit for as much of the undergraduate course as is determined by the relevant School/Discipline but must complete two academic years in the College to be eligible for the award of an undergraduate degree.

In 2016, there were 146 applications, 54 offers made and 40 students registered. Details of the applications, offers and registrations for 2016 are set out in Table A31 in the Appendices.

Trinity Admissions Feasibility Study

The Trinity Admissions Feasibility Study (TAFS) was launched in 2013 to investigate whether it might be possible to admit students to Trinity using a combination of Leaving Certificate results and supplementary assessments. Twenty-five places were set aside for the study: Law (10 places), History (10 places), and Ancient and Medieval History and Culture (AMHC) (5 places). A total of 238 students applied to participate in the Study (242 in 2015).

Based on the data below, this appears to be a viable entry route with 9.2 applications per place, which resulted in full take up of both Law and History places in 2016. The pilot scheme has proved successful, and would benefit from consideration by a strategic admissions group to determine its future, and overall position within an integrated strategic admissions strategy.

Table A8: Trinity Admissions Feasibility Study 2016-2015

Course	2016	2015
Ancient and Medieval History and Culture (AMHC)	4	4
History	10	7
Law	10	10
TOTAL	24	21

Northern Ireland Feasibility Study

The number of applications from students in Northern Ireland increased from 754 in 2015 to 928 in 2016 (an increase of 23%). In 2015, the Irish Universities agreed a revised model for converting A-Level grades to CAO points. The new model under which points are weighted in favour of the first three A-Levels, with additional points awarded for a fourth A-Level or for an AS-Level subject, was implemented in 2016.

In addition, the Feasibility Study for A-Level admission continued for 2016 entry. A total of 192 students applied for the study (211 in 2015). While there was a significant increase in the number of offers issued to applicants from Northern Ireland in 2016 (273 compared to 244 in 2015), the acceptance rate continues to be low, and in fact fell further in 2016 (from 44% in 2015 to 37% in 2016). Details of the offers and acceptances are detailed in the Table below:

Table A9: Northern Ireland Feasibility Study applicants, offers and acceptances 2016, and 2015

Year	NI applications to Trinity	Trinity offers made to NI students	Acceptances
2016	928	225 (standard) 48 (Feasibility Study) Total 273	79 (35%) 23 (48%) Total 102 (37%)
2015	754	176 (standard) 68 (Feasibility Study) Total 244	74 (42%) 33 (49%) Total 107 (44%)

Study Group International

Trinity's agreement with Study Group International, which had been in place since 2011, concluded in 2016 and replaced by the International Foundation Programme (see below). The nine-month Foundation Course for nonEU students whose second-level qualifications did not meet the matriculation requirements of the University was provided in a city centre location. In addition to taking English language course the students followed one of two streams:-

- Foundation year in Business, Economic and Social Science
- Foundation year in Science and Engineering.

On successful completion of the Foundation course students then progress into the Junior Freshman year of an undergraduate programme in Trinity or UCD.

The last year of the agreement with Study Group International resulted in 16 students registering on undergraduate programmes in Trinity in September 2016. The remaining six applications that did not take up a place in Trinity were a combination of accepting places in UCD, withdrawing from the programme, or being unsuccessful in progressing.

The tables below provide details of the numbers of students who entered the Foundation Course with Trinity as their designated University, the number who progressed into undergraduate programmes in TCD, and a breakdown of the courses on which they registered.

Table A10(a): Study Group International Students and Progression to Trinity, 2016/17 – 2013/14

Foundation Course (TCD)	No. of students	No. of students who entered TCD
2016/17	22	16
2015/16	24	16
2014/15	24	23
2013/14	26	26

Table A10(b): Study Group International students registered in Trinity in 2016/17 - 2013/14

Course	2016/17	2015/16	2014/15	2013/14
Business Economic & Social Studies	5	2	7	7
Business Studies	5	0	0	0
Chemistry with Molecular Modelling	0	0	0	0
Computer Science	1	4	5	3
Dental Science	1	1	0	0
Earth Sciences	0	0	0	1
Engineering	0	2	3	4
Engineering with Management	0	0	3	0
Human Genetics	1	0	1	1
Medicinal Chemistry	0	0	1	0
MSISS	1	0	0	1
Nanoscience Physics & Chemistry of Advanced Materials	0	1	0	1
Pharmacy	0	2	0	5
PPES	0	0	1	0
Science	2	3	2	3
Theoretical Physics	0	1	0	0
Total	16	16	23	26

International Foundation Programme (IFP)

The International Foundation Programme (IFP) was established in 2016, to replace the end of the Study Group arrangement with UCD. The IFP aims to make Trinity's undergraduate degrees accessible to school leavers whose high school examination qualifications are not recognised by Trinity for the purposes of admission. It is run in collaboration with Marino Institute of Education and students can register for two pathways. Pathway A prepares students to enter Arts and Social Science programmes and Pathway B prepares students to enter Engineering, Health Science and Science programmes.

Students who successfully complete Pathway A can enter one of the following undergraduate programmes:

Students who successfully complete Pathway A can enter one of the following undergraduate programmes:

- Law and Business
- Business Studies and a Language (Russian or Polish)
- Psychology

Students who successfully complete Pathway B can enter one of the following undergraduate programmes:

- Science
- Medicine

For 2016 entry into the International Foundation Programme, a total of 98 applications from 29 countries were received. This led to 24 registrations with 10 countries represented including Bahrain, China, Kuwait, Malaysia, Nigeria, Oman, Palestine, South Korea, UAE and Ukraine. This was an increase on the previous iteration of the foundation programme with Study Group which led to only 11 registrations in 2015. Thirty-three percent (33%) of the participants joined Pathway A, while 67% opted for Pathway B.

Table A11: Number of IFP students expected to progress to degree programmes in Trinity in 2017/18

Course	Number of Students
BESS	2
Computer Science	1
Dental Science	2
Engineering	2
Global Business	2
Law *	1
Medicinal Chemistry	1
Medicine	4
Pharmacy	1
Science	1
Total	17

* While Law is not an approved entry in 2017/18, discussions took place to accommodate one student into the Law programme in 2017/18.

Direct Entry

The number of direct undergraduate applications processed by the Academic Registry has been increasing year on year in line with the increase in activity in the Global Education arena. There has been a 42.2% increase in nonEU applications from 2013/14 to 2016/17 processed by the Applications & Admissions Team in Academic Registry. This is in conjunction with the significant increase of 19.5% in the number of EU applications.

In September 2016, a total of 5,555 direct applications were processed by the Academic Registry for entry into programmes. Of these, 1,770 direct nonEU undergraduate applications were processed. Further details are presented in Table A12 below:

Table A12: Total number of applications to direct entry courses for 2016, 2015, 2014.

Direct Entry and Level 7 Applications	2016					2015					2014				
	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level
Acting-The Lir **	386	16	24.1	16		288	16	18.0	16		300	16	18.8	16	
Stage Management and Technical Theatre**	45	20	2.3	12		24	15	1.6	17		25	15	1.7	15	
Diploma in Information Systems	Discontinued					46	15	18.0	17		49	15	3.3	31	
ERASMUS One Year Students	292			271		246			223		232			222	
ERASMUS One Term Students	240			203		243			220		217			201	
Semester Start Up Programme (MT and HT)	223			186		227			187		196			166	
Diploma in European Painting	44	25	1.8	22		47	25	1.9	30		38	25	1.5	22	
Diploma Course in Dental Nursing^	921	25	36.8	23	360*	1024	25	41.0	25	355*	1153	25	46.1	22	355*
Degree in Dental Technology^	196	6	32.7	6	375	208	5	41.6	5	385	282	6	47.0	8	385
Diploma in Dental Hygiene^	327	8	40.9	8	420	341	8	42.6	10	415*	286	8	35.8	10	415*
TAP - Foundation course for Higher Education - Mature Students	85	25	3.4	20		282	25	11.3	25		142	25	5.7	25	
TAP - Foundation course for Higher Education - Young Adults	225	25	9.0	28		236	25	9.4	25		256	25	10.2	25	
Non-EU: Medicine	765	55	13.9	57		1024	55	18.6	54		676	55	12.3	53	
Dental Science	213	16	13.3	16		326	16	20.4	16		192	16	12.0	8	
Other Full Degree	792			148		430			104		381			116	
One Year Visiting Students (EU)	11			6		14			9		10			7	
One Term Students (EU)	7			4		9			3		6			4	
One Year Visiting Students (Non EU)	48			36		66			56		58			48	
One Term Students (Non EU) #	483			442		429			360		391			330	
Science Without Borders (One Year)	N/a			N/a		306			105		234			90	
Total	5303			1504		5816			1507		5124			1419	

**Applications are made directly to The Lir National Academy of Dramatic Art. Successful students register with Trinity College Dublin.

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

* Random selection

249 applications for Michaelmas Term and 234 for Hilary Term

Partnership: Thapar

The Trinity Strategic Plan identifies the development of strategic partnerships and joint, dual and partnership degree programmes with peer institutions globally as an area for growth. This key initiative and pathway has been implemented in collaboration with our colleagues in Trinity Teaching and Learning, and Global Relations.

Trinity and Thapar University have developed a credit transfer International Engineering Programme (IEP) which enables students admitted to undergraduate engineering programmes at Thapar University (TU) the opportunity to study at Trinity.

Under the agreement, students complete the first two years at Thapar University before transferring to Trinity for Years 3 and 4 of the degree programme, subject to meeting the required academic requirements. On completion of the programme, students will be awarded a degree from Trinity College Dublin.

The Academic Registry team liaised closely with colleagues in Global Relations to work on the implementation of these agreements and the integration of new processes into the teams. The first cohort of students, which was a pilot for the programme, entered in 2016/17 with eight (8) students. The partnership agreement with Thapar confirms a target quota of 40 for each subsequent intake into the programme, commencing in 2017/18. Following consultation with our colleagues in GR, for the next intake (2017/18) the Academic Registry will assign a partnership liaison person who will be tasked ensuring all elements of the partnership from an Academic Registry perspective are managed centrally, coordinating the activities of admissions, fees & payments, registration and any other services required (eg, official letters).

Partnership: Singapore IT

Now in its fourth year, the agreement between Trinity and Singapore Institute of Technology continues in programmes in Physiotherapy, Occupational Therapy, Radiation Therapy and Diagnostic Radiography which give recognition to the three-year diplomas in these disciplines from Nanyang Polytechnic. The numbers of students have increased by an overall 26% across the cohorts on 2015 figures, and have surpassed the target intake of 100 students for 2016/17 which resulted in an intake 140 students.

Under the agreement students will complete a one year programme, part of which will include studies and/or placements in Ireland. On completion of the programme students will be awarded a degree by the University of Dublin.

Table A13: Number of Singapore IT Students Registered in TCD 2016, 2015, 2014

Course	2016	2015	2014
Diagnostic Radiography	25	20	28
Occupational Therapy	40	30	28
Physiotherapy	75	57	72
Radiation Therapy	-	4	7
Total	140	111	135

Entrance Exhibition Awards

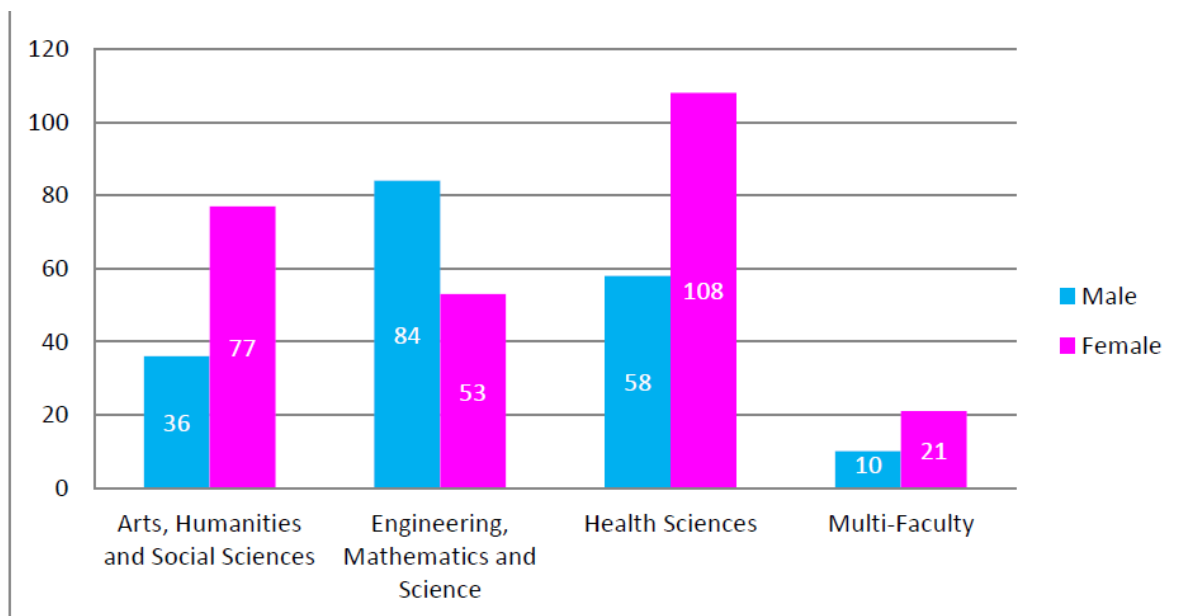
Following a review by the Academic Registry, and subsequent recommendation by the Senior Lecturer, the University Council approved a change to the criteria for the award of Entrance Exhibition from

2016/17 onwards. In September 2016, a minimum grade point level for Entrance Awards of 560 (2 A1s and 4 A2s in the Leaving Certificate examination equated to a grade point score of 560, excluding bonus points). There were 447 new entrants at or above this minimum level, representing 231 different schools from 32 counties in the island of Ireland and eight (8) schools from six (6) other EU/EEA countries.

In 2015, 460 students were awarded an entrance exhibition, representing 16% of the Junior Freshman class in 2015/16. Of this figure, 424 were Leaving Certificate, 22 were A-level students and 14 students held other EU qualifications. This is compared with 422 students awarded an entrance exhibition in 2014 representing 15 % of the Junior Freshman class for 2014/15, and of this figure, 381 were Leaving Certificate students, 27 were A-level students and 14 students held other EU qualifications.

An analysis by Faculty for 2016 is presented below.

Figure A5: Entrance Exhibition Awards by Faculty, 2016



Study Abroad

The Study Abroad Desk in the Academic Registry is intrinsically linked to the work in the Global Relations Study Abroad team admitting nonEU Visiting and also focused on the study abroad opportunities for Trinity Students taking a placement abroad. The fractured nature of this arrangement is problematic at times, and the AR / GR Study Abroad teams have been working closely to ensure that the best options to the students are presented at all times. The main challenge in this area is the lack of a College wide admissions strategy, which leads to a lack of consistency in the approach taken by Schools in accepting visiting students on modules.

Erasmus+

The Erasmus component of the Study Abroad remit is managed entirely in the Academic Registry and has proved to be more successful and growing in reputation across College year on year. In 2016/17,

there was a 74% take up of Erasmus opportunities across placements, traineeships or student mobility, this is an increase on the 67% take up rate in 2015/16.

The Academic Registry has responsibility for the management of Erasmus activity in the College. The Academic Registry's Applications & Admissions Team administer the day to day contract requirements, manage the funding received, issue student and staff payments, prepare statutory reports and liaise with the National Agency. In addition to this, both the Academic Registry with support from our colleagues in Global Relations has responsibility to ensure that an awareness of the Erasmus University Charter and European Programs is actively promoted across the College community.

In 2016/17, the Academic Registry increased engagement with the National Agency and other partners to raise the profile of Trinity; activities included:

- Participated in the Irish Delegation Erasmus + networking event in Belgium in July 2017, lobbying the European Parliament and Irish MEPs for increased funds in the next Erasmus budget cycle.
- Brussels 2017 Networking event: Trinity also attended the National Agency network event in Brussels and is actively engaging with new partners following these events.
- Participated in the annual EAIE conference in Seville in September 2017 promoting partnerships with Trinity among colleagues from other Universities, discussing upcoming agreements and how to share knowledge and best practice on internal procedures. The Academic Registry, liaised with Schools on return to Dublin, to advise of potential partnership opportunities.

The Academic Registry has actively promoted the programme across College in 2016/17 to both staff and students through information sessions, attendance at Erasmus coordinator meetings, provision of a Study Abroad Desk at the College Open Day and supporting any staff or student queries that arise throughout the year.

In 2016/17, Trinity was awarded funds for 375 mobilities, of which 360 were student mobilities and 15 were staff mobilities with a total value of €784,610, representing an increase of 6.4% on 2015/16 (€734,470). In the final (year end) report submitted to the National Agency, Trinity claimed for a total of 347 completed mobilities (336 student mobilities; 11 staff mobilities). Unused grants / uncompleted mobilities were accounted for on the basis of students that had withdrawn for personal reasons or those that did not meet the academic requirements to complete a mobility.

Based on the performance of the 2016/17 activity, in 2017/18 the National Agency has awarded Trinity 408 mobilities in total, with a value of €772,070, this represents an 8.8% increase on mobilities on 2016/17.

In 2017/18, the Academic Registry will work with the Vice-President, Global Relations to identify opportunities for greater collaboration to maximise funding opportunities in the EU framework, and promote mobility.

The overall Study Abroad figures for nonEU Visiting, Erasmus Inbound and Erasmus Outbound are presented in Tables A14(a) and (b) below. The country of origin for ERASMUS and NonEU Visiting is presented in Part III, Appendices, Table A14.

Table A14(a): Study Abroad - Inbound, 2016/17, 2015/16

Study Abroad Registrations	2016/17	2015/16
Visiting NonEU	478	411*
ERASMUS	474	467

* Excludes 104 Science without Borders

Table A14(b): ERASMUS Outbound, 2016/17, 2015/16

ERASMUS OUTBOUND	2016/17	2015/16
Applications	451	481
Students who took up offer	323	370
Students who did not take up offer	128	111

Visiting Student Module Enrolment

Prior to 2016/17, visiting student module enrolment was a protracted and frustrating process for students, where forms were submitted by students to the '2nd line support' Applications & Admissions daily for processing via the Service Desk Team. However, if there was any issue with the documentation submitted, availability on modules or timetable clashes, the interaction with the student was delayed as the –face-to-face opportunity to resolve the issue immediately had been lost and often resulting in delays in completing the enrolment on modules for the visiting student.

In 2016/17, this process was centralised in the Academic Registry and ownership was repositioned to the Service Desk providing a 'one stop shop' for visiting students to resolve any issues at the time of submitting the completed templates. In addition, the Academic Registry collaborated with Global Relations, and Schools, to drive improvements to the Module Directory for visiting students. As a result, the following improvements were achieved:

- Vastly improved turnaround time. Student records can be updated while they wait, with a two minute completion time, reduced from a minimum of one to two days in 2015/16.
- Introduction of 'student must present' rule gave consistent results and resolved any timetabling or other issues quickly.
- Updated module directory gave consistent first point of contact for students and a resource for Academic Registry staff to use.
- Consistency with the timetabling clash process gave uniform service to all students.

Post Graduate Admissions

The central administration and management of direct admissions to postgraduate programmes on behalf of the Dean of Graduate Studies is an area of responsibility for the Academic Registry's Applications & Admissions Team. Staff in the Academic Registry liaise with the Directors of Teaching and Learning (PG) and Course Directors to process applications, and directly with the Dean where an application falls outside of the regulations for entry and an appeal is made.

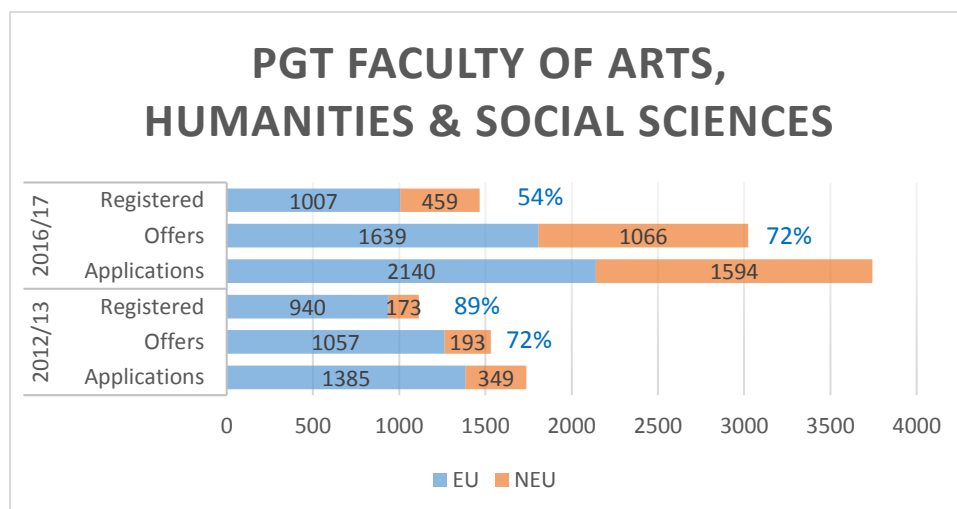
This section of the report includes postgraduate applications and admissions data for 2016/17. Areas of interest in the report include the data on applications to Trinity at postgraduate level by Faculty, and an analysis of the conversion of applications, to offers, to registrations per Faculty also. Overall, PGT programmes have a conversion rate of approximately 43% and PGR programmes have a conversion rate of 39% in 2016/17.

Postgraduate Taught

The figures below (Figures A6(a)-(c)) show the per Faculty breakdown of PG Taught Applications to Offers, and Offers to Registered Students.

Figure A7(a) presenting an overview of statistics for the Faculty of Arts Humanities and Social Sciences for admission in 2016/17, shows 3,734 applications were received, with conversion rates of 72% of applications to offers, and 54% of offers to registrations.

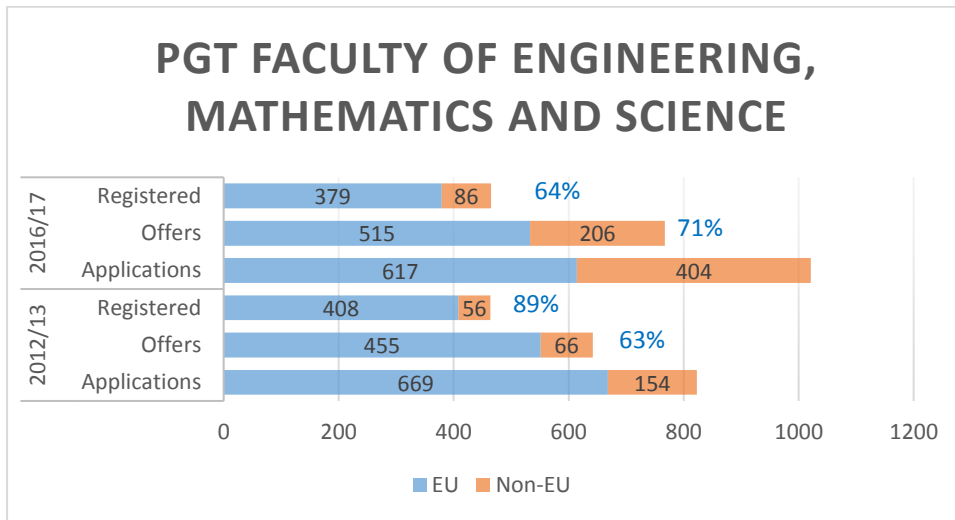
Figure A6(a): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2016/17 vs 2012/13



Note: the significant expansion of admissions activity in the Faculty of Arts, Humanities & Social Sciences is attributed to the expansion of the School of Business.

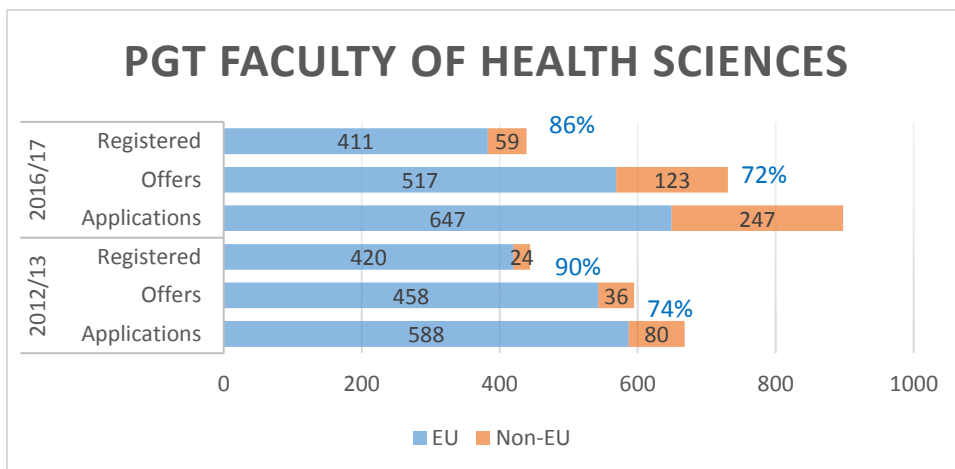
In the Faculty of Engineering, Mathematics and Science 1,021 applications were received for admission to its programmes in 2016/17, of which a 71% conversion of applications to offers, and a 64% conversion of offers to registrations was achieved.

Figure A6(b): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Engineering, Mathematics, & Science, 2016/17 vs 2012/13



Finally, in the Faculty of Health Sciences, 894 applications for admission in 2016/17 were received with a 72% conversion of applications to offers, and 86% of offers converting to registrations.

Figure A6(c): Total PGT Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2016/17 vs 2012/13

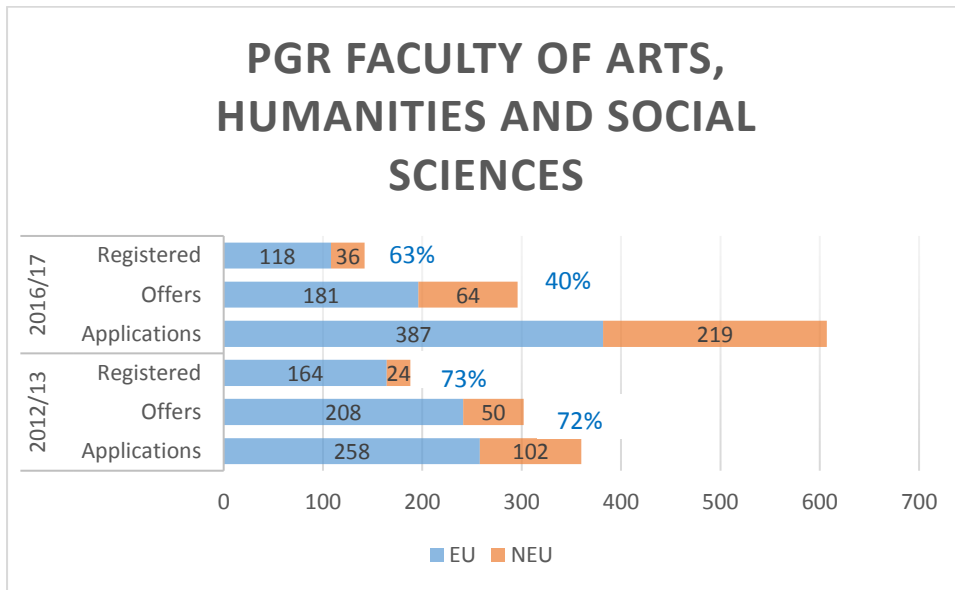


Postgraduate Research

The figures below (Figures A7(a)-(c)) show the per Faculty breakdown of PG Research Applications to Offers, and Offers to Registered Students.

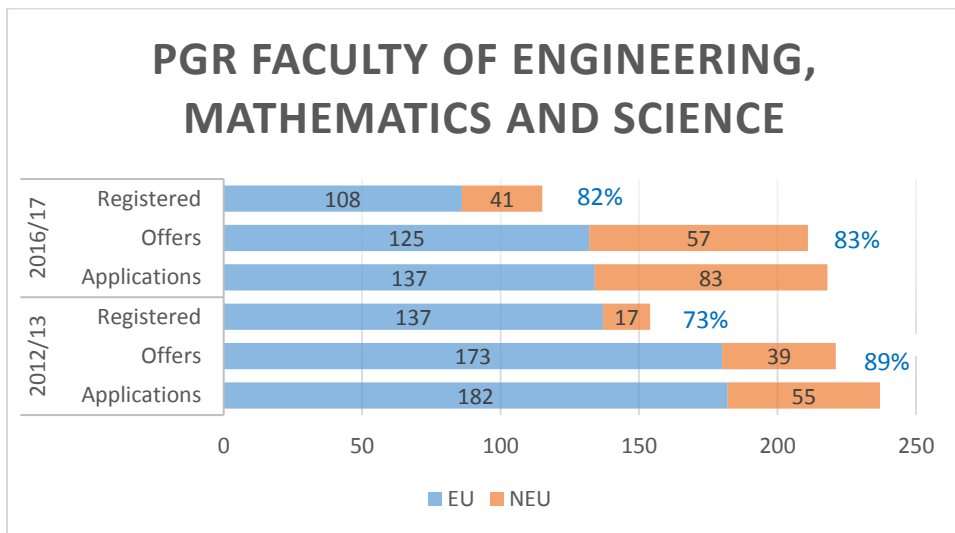
In summary, the Faculty of Arts Humanities and Social Sciences shows 606 applications were received for admission in 2016/17, with conversion rates of 40% of applications to offers, and 63% of offers to registrations.

Figure A7(a): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Arts, Humanities, & Social Sciences, 2016/17 vs 2012/13



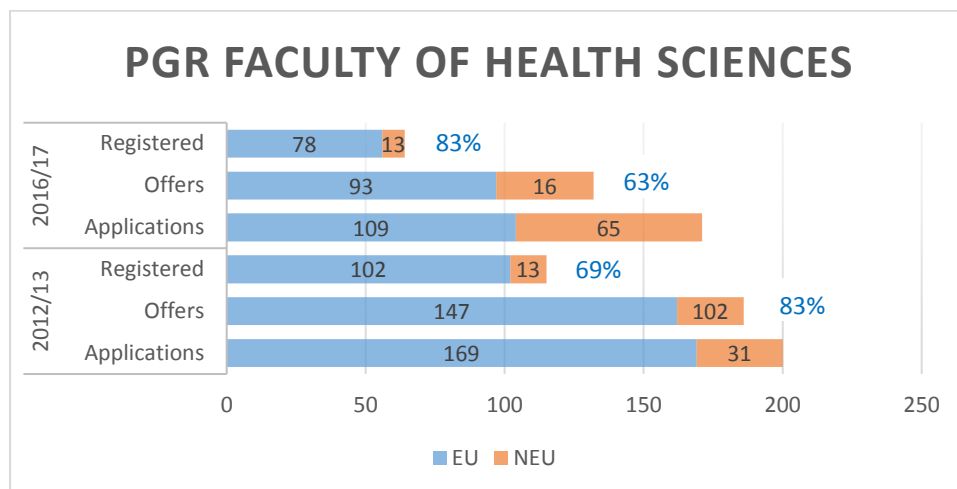
In the Faculty of Engineering, Mathematics and Science 220 applications were received with a 83% conversion of applications to offers, and a 82% conversion of offers to registrations.

Figure A7(b): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Engineering, Mathematics & Science, 2016/17 vs 2012/13



Finally, in the Faculty of Health Sciences, 174 applications converted to 109 offers, a 63% conversion rate of which, 83% of offers converted to registrations.

Figure A7(c): Total PGR Applications, Offers & Registrations (Year 1) in the Faculty of Health Sciences, 2016/17 vs 2012/13



Postgraduate Scholarships awarded by Faculties (1252)

A number of postgraduate research studentships are offered annually to highly qualified candidates to enable them to undertake PhD studies in Trinity. The scholarship is made up of a full fee remission for both EU and nonEU fees and a stipend of circa €6k per annum. In 2016/17, 61 of the 65 available bursaries were distributed across the three faculties, the breakdown is below:

Table A15: Postgraduate Scholarships awarded by Faculty, 2016/17

Faculty	Number of Schools	Bursaries Available	Bursaries Used
AHSS	12	25	23
EMS	9	29	28
HS	4	11	10
Totals		65	61

Note: There were four (4) unused bursaries in 2016/17 which can be attributed to students not registering and as a result bursaries for that year lapsing, and no eligible candidates to avail of bursaries.

Recognition of Prior Learning (RPL), Undergraduate and Postgraduate

In 2016/17, the Recognition of Prior Learning (RPL) policy was implemented. The purpose of this is to ensure that the assessment of prior learning is facilitated and approached in an equitable, transparent and consistent manner, whilst ensuring that decisions on recognition of prior learning uphold the ethos of a Trinity education and the academic integrity of a programme of study.

In respect of RPL, the Academic Registry is responsible for alerting Course Directors/Heads of School/Heads of Discipline, of applications for RPL at the point of entry and forwarding all submitted documentation to the relevant Course or School Office. Following assessment by the Course Committee and approval by the Dean of Graduate Studies or the Dean of Undergraduate

Studies/Senior Lecturer or their delegate, the Applications & Admissions Team is responsible for making offers of admission to applicants seeking recognition of prior learning at point of entry.

Notwithstanding the undergraduate applications submitted via the College's graduate entry and advanced entry routes for admission in 2016/17 (see page 36), no distinct applications were made on the basis of the RPL policy.

B. Registered Student Data

Overall Student Body

In total, there were 17,630 registered students in 2016/17 (17,511 in 2015/16). A total of 12,685 (72%) were registered on undergraduate programmes, 4,891 (27.7%), on postgraduate programmes, and 54 (0.3%) on foundation courses. In looking at the EU vs nonEU cohorts, 15,344 (87%) were EU, and 2,286 with nonEU (13%). The student population was 59% female (58% in 2015/16) and 41% male (42% in 2015/16). While 77% of the total student body was from the island of Ireland, a full breakdown of Country of Domicile information is available in Part III, Appendices, Table B7.

Table B1(a): Student Body by EU / NonEU status, 2016/17

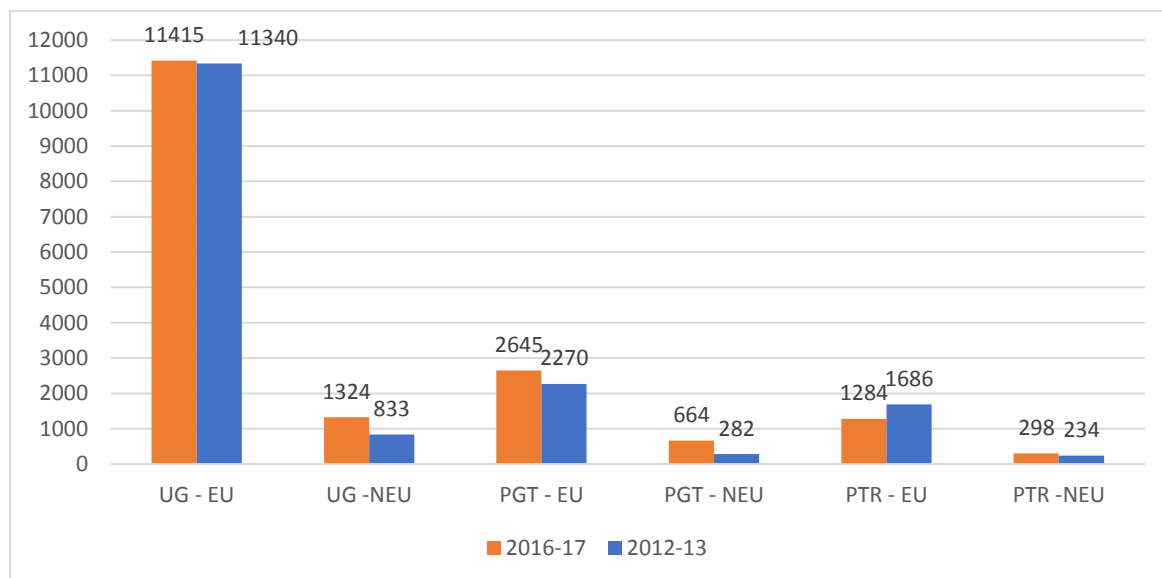
Student Type	EU	NonEU	Grand Total
Undergraduate	11,361	1,324	12,685
Postgraduate	3,929	962	4,891
Foundation	54		54
Grand Total	15,344	2,286	17,630

Table B1(b): Student Body by Gender, 2016/17

Student Type	Female	Male	Grand Total
Undergraduate	7,438	5,247	12,685
Postgraduate	2,943	1,948	4,891
Foundation	31	23	54
Grand Total	10,412	7,218	17,630

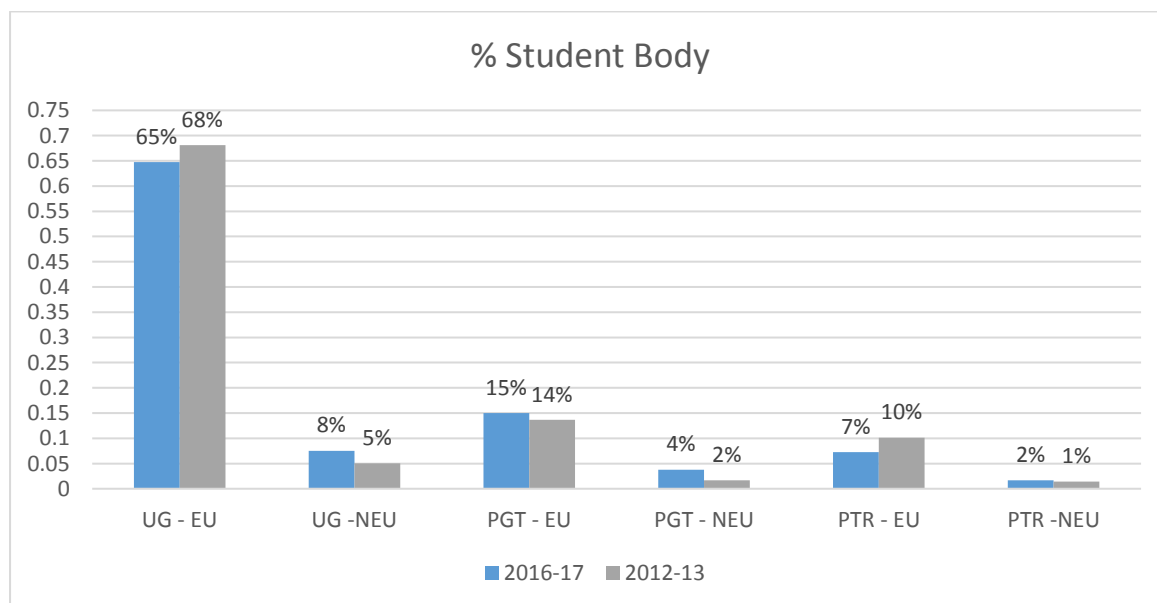
To facilitate discussion about the future composition of the student body, the analysis below is presented to highlight any trends in student enrolments and give consideration to implications. Comparative student data is presented in the Figures below for 2016/17 against 2012/13. As can be seen, there has been little difference in the overall composition of the student body in Trinity in the preceding five years. The increase in the number of nonEU student numbers, illustrates the impact of the global relations strategy.

Figure B1: Comparative Analysis of Composition of TCD Student Body 2016/17 vs 2012/13 (by headcount)



Note: For the purposes of presentation, the Foundation number of 54 has been included in the UG EU data.

Figure B2: Comparative Analysis of Composition of TCD Student Body 2016/17 vs 2012/13 (as a %)



Note: For the purposes of presentation, the Foundation number of 54 has been included in the UG EU data.

Undergraduate Student Body

The Undergraduate student body comprises of students registered on undergraduate courses, students on validated undergraduate courses, undergraduate visiting students and students on Foundation programmes. In 2016/17, 12,739 undergraduate students were registered (12,683 2015/16) representing a marginal increase of 56 students.

Table B1(c) below, gives a breakdown of the undergraduate registered student body for 2016/17.

Table B1 (c) Undergraduate Registered Student numbers by mode of attendance, 2016/17

Student Type	Mode of attendance			Grand Total
	Full-Time	Part-Time	Validated for Another Institution	
Undergraduate	11,563	87		11,650
Undergraduate Validated			109	109
Undergraduate Visiting	926			926
Foundation	54			54
Grand Total	12,543	87	109	12,739

Postgraduate Student Body

The delivery of postgraduate education across Faculties and Courses varies, from traditional taught programmes, to research, and more recently to online delivery, standalone modules and programmes validated by associate institutions. Figure B1(d) below, gives a breakdown of the postgraduate registered student body for 2016/17. This is an increase of 2.6% on 2015/16.

Table B1 (d) Postgraduate Registered Student numbers by mode of attendance, 2016/17

	Mode of Attendance					Grand Total
	Full-Time	Standalone Module	On-line	Part-Time	Validated for Another Institution	
Postgraduate Doctorate	1,283			223		1506
Postgraduate Module		117				117
Postgraduate Research	49			26		75
Postgraduate Taught	1,559		102	1,388		3049
Postgraduate Validated					58	58
Postgraduate Visiting	45			40		85
Postgraduate Visiting Research Masters	1					1
Grand Total	2,937	117	102	1,677	58	4,891

Figure B3: Postgraduate Students Registered by Mode of Attendance, 2016/17

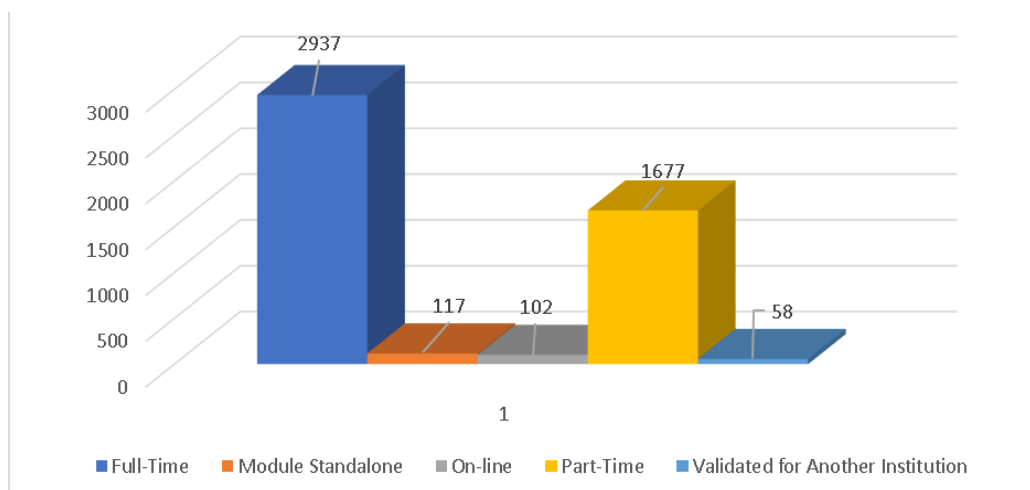


Table B2: Comparative Analysis of Postgraduate Registered Students, 2016/7 – 2012/13

Student Cohorts	2016/17	2015/16	2014/15	2013/14	2012/13
All students admitted to Year 1 of Postgraduate Register	3,066	2,798	2,672	2,463	2,502
PG New entrants to TCD (ie, first time in TCD)	1,946	1,729	1,633	1,593	1,882
Total number of registered postgraduate students	4,891	4,769	4,447	4,309	4,472
Increase or decrease on previous year of registered students	122	322	138	-163	-391
% increase or decrease on previous year	2.60%	7.24%	3.20%	-3.64%	-8.04%

Further analysis of postgraduate student body 2016/17 is presented in the Appendices, B3-B10 inclusive.

C. Fees & Payments

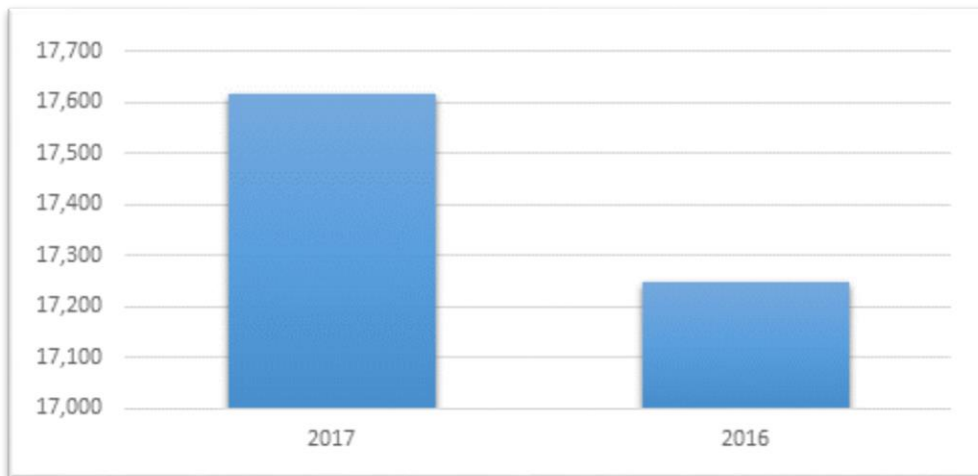
The Fees & Payments Team was integrated into the Academic Registry in 2015 having previously been located in the Financial Services Division. Its remit includes:

- a. Billing
- b. Debt Management
- c. Stafford Loans
- d. Audit
- e. Sponsorship
- f. Student Payments

Billing of Invoices

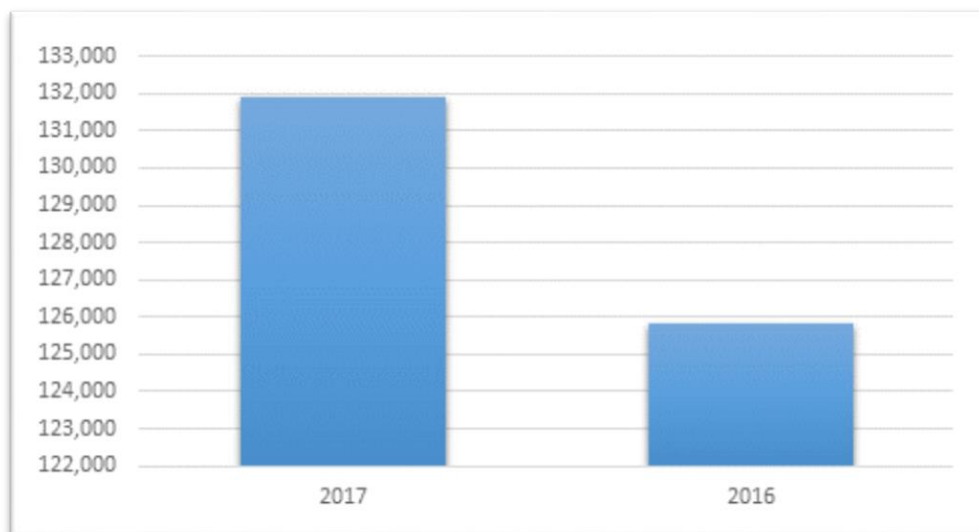
In total 17,617 students had tuition invoices and associated charges raised in 2016/17 (2015/16 – 17,248). The total amount of tuition income invoiced by the Academic Registry in the academic year 2016/17 was €139,600,571 (€134,112,906 in 2015/16). This amount was the total of the tuition and student contribution invoices raised for the academic year. This represents an increase of 4.1% in tuition fee income on the academic year 2015/16.

Figure C1: No. of students billed by the Academic Registry 2017, 2016



Extract from: Q4 Financial and Performance Highlights FY1617 (presented to Finance Committee)

Figure C2: Total amount of Tuition Fee Income in €(,000), 2017, 2016



Extract from: Q4 Financial and Performance Highlights FY1617 (presented to Finance Committee)

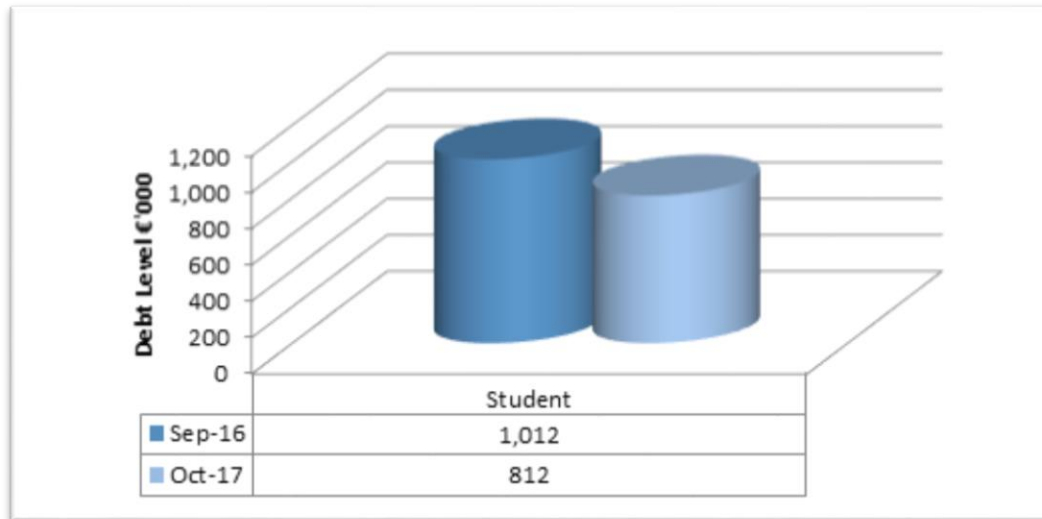
Debt Management

The monitoring and implementation of strict College Calendar regulations in relation to student debt have been relatively successful in the Academic Registry. The main drivers to assist in student debt management is:

- Publication of examination results may be withheld if there are any outstanding charges (fees, accommodation and other payments due) on a student's account.
- Graduands with outstanding debt in respect of tuition fees, accommodation and/or Library are not permitted to graduate until such time as the debt is cleared in full.

Debt is currently analysed by financial year (October – September), and not academic year (September – August), with a reporting date of the total debt figures as of September 30, annually. As of September 2017, there was €812,393 tuition debt in the College, compared with 1,012,000 in September 2016.

Figure C3 : External Student Debt (excl HEA), 2017, 2016



Extract from: Q4 Financial and Performance Highlights FY1617 (presented to Finance Committee)

Stafford Loans

In the academic year 2016/17, Trinity raised €2,668,504 in tuition fee invoices for Stafford Loan students (federal loans granted to North American students in approved institutions) registered in Trinity (€2,332,784 in 2015/16) which represents an increase of 14%.

The amount which was received from the US Federal Government during the same period was €5,329,564 (\$5,894,156). This amount includes funds which were then disbursed to students in relation to their cost of attendance and for their living expenses.

Audit in relation to compliance

In February 2016, the Academic Registry facilitated the annual statutory audit by the US Federal Government appointed auditor in respect of the Stafford Loan activity and associated processes. The audit was conducted over one working day with a sample of 50 US students approved for receipt of Staff Loans. The audit comprised of analysis and verification of the internal controls regarding the student loan administration and financial regulations applied in the administration of the Federal Family Education Loan Program and the William D. Ford Federal Direct Loan Program.

The Report of the Independent Auditor Bender, Ciccotto & Co for the year ended September 30, 2016 in relation to the College's compliance with the Federal Family Education Loan Program (Stafford Loan Program) gave an unqualified opinion issued by the auditors for the year under review. This was a favourable outcome and demonstrates the Academic Registry is maintaining the high standards of compliance in relation to its obligations under the US loan programs.

Sponsorship

In the academic year 2016/17, Trinity invoiced 182 tuition fee (and associated fees) sponsors totalling €69,814,419, of which the HEA was invoiced for €37,282,181, which amounted to 53.2% of total sponsors. The next largest sponsor was SUSI and it was invoiced €9,231,141. Comparatively, in 2015/16, Trinity invoiced 204 sponsors totalling €70,315,435 and the HEA amounted to €37,282,329 which represented 53.0% of the total amount invoiced. SUSI were invoiced €9,232,894 for the academic year 2015/16.

Student payments

During the academic year 2016/17, the Academic Registry processed €5,594,136 of electronic payments to students (€5,008,345 in 2015/16). The total number of payments to students in 2015/16 was 4,209 and in 2016/17 the number of payments 5,567. This represents an increase of 32% in the volume of payments year on year. These payments were made up of payments in relation to TAP funding, Senior Tutor's Office payments, Erasmus payments, tuition fee refunds and other College approved payments to students.

D. Academic Progress

Student Case Management

Student Case Activity (Undergraduate & Postgraduate)

In January 2016, the student case activity, both undergraduate and postgraduate, was integrated and centralised into the Academic Registry's Record & Case Management Team, having previously been located in Trinity Teaching & Learning, Academic Services Division, for undergraduate activity, and the Office of the Dean of Graduate Studies in respect of postgraduate activity.

Individual student cases involve considerable consultation and interaction with College Tutors, the relevant Course Directors, Directors of Teaching and Learning (UG and PG), Heads of Disciplines and Schools and relevant staff members in academic units. Following full consideration of the cases, the Academic Registry's Records & Case Management Team, on behalf of the Senior Lecturer and Dean of Graduate Studies will communicate a decision to the relevant tutor/course director.

In 2016, the Academic Registry undertook a full review of the student case processes and procedures and a number of tools were developed and implemented to:

- streamline the assessment of cases,
- establish criteria for the definition of standard student cases,
- record and track the status of cases,
- monitor turnaround times for cases, and
- create a Case Management pipe-line giving key stakeholders visibility on how cases are processed.

The above process improvements were implemented in full in the academic year 2016/17.

One of the key monthly tasks for the Records & Case Management Team is the production of the Case Management Dashboard. The full dashboard is available to review in the Appendices, Figure D1. The extract below for undergraduate and postgraduate cases respectively show the yearly comparison of cases logged and closed on a monthly basis and also the types of cases and the number of cases closed and the time taken to close these cases.

Table D1: Undergraduate Student Cases - Logged and Closed 2016/17 vs 2015/16

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
UG Logged 16/17	324	190	141	80	129	67	130	258	362	437	216	160	2,494
UG Closed 16/17	296	163	170	96	123	94	109	132	359	452	212	158	2,364
UG Logged 15/16	302	214	3	150	158	169	116	170	382	346	147	214	2,371
UG Closed 15/16	-	-	-	101	96	160	62	145	346	181	318	190	1,599

Extracted from Student Cases Dashboard, Appendices, Figure D1

Note: 130 cases remained open by the end of the academic year 2016/17 year, which is explained by a number of reasons including a number of cases submitted towards the end of the period, some cases were with Schools for comment, or required the submission of supporting documentation in advance of further consideration. All cases were carried forward to the next year for progression to closure.

Table D2: Undergraduate Student Cases Closed by Case Type 2016/17

Case Type	Number of Cases	Number of Days
Admissions - Transfers	1	34
Exams – Absence (With Permission)	11	17
Exams – Absence (Without Permission)	4	23
Exams – Accommodations*	147	3
Exams - Deferrals	445	10
Exams - Reschedule	48	4
Fees - Medical Repeat	107	37
Fees - Outstanding	11	41
Foundation Scholarship - Deferrals	10	10
Foundation Scholarship - Intermit	101	157*
Medical - Certificate of Fitness	55	13
Not Defined	381	13
Off Books - Assessment (OBA)	109	13
Off Books - In Good Standing	169	12
Progression - Mark Change	401	3
Progression - Repeat Year	24	4
Withdrawal	295	5
Withdrawal - Ordinary BA	45	5
Total Cases	2,364	

Extracted from Student Cases KPI Dashboard, Appendices, Figure D1

* The Exam Accommodations number in respect of the number of individual exam accommodations progressed as student cases. Multiple requests can be received on behalf of a student.

**The turnaround time for processing Intermission of Scholarship cases was 157 days. This is due to the fact that the associated student records could not be updated until after the annual examinations had been completed, and the official Foundation Scholarship award period had commenced ie, June 1.

Table D3: Postgraduate Student Cases - Logged and Closed 2016/17 vs 2015/16

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG Logged 16/17	38	72	20	24	55	30	47	41	28	34	41	135	565
PG Closed 16/17	31	102	35	29	45	36	44	20	37	25	42	33	479
PG Logged 15/16	-	-	-	-	-	-	97	25	37	2	16	68	245
PG Closed 15/16	-	-	-	-	-	-	88	26	13	12	25	62	226

Extracted from Student Cases KPI Dashboard, Appendices, Figure D1

Note 1: 86 cases remained open by the end of the academic year 2016/17 year, which is explained by a number of reasons including a number of cases submitted towards the end of the period, some cases were with Schools for comment, or required the submission of supporting documentation in advance of further consideration. All cases were carried forward to the next year for progression to closure.

Note 2: In 2015/16, responsibility for the management of postgraduate student cases resided in the Office of the Dean of Graduate Studies until the end of February 2016, at which point it transitioned to the Academic Registry and is thus the reason for the absence of data for the period September 2015 to February 2016.

Table D4: Postgraduate Student Cases –Closed by Case Type 2016/17

Case Type	Number of Cases	Number of Days
Admissions - Change of Fee Status	1	6
Admissions - Deferral	44	6
Admissions - Withdrawal Pre-Registration	7	14
Exam Accommodation	1	3
Intermission of Scholarship	1	81
Other	22	17
Research - Change of Supervisor	7	13
Research - Change of Supervisor and School	3	25
Research - Continuation Year	26	17
Research - Course Transfer (Full to Part)	1	134
Research - Course Transfer (Master to Ph.D)	6	28
Research - Course Transfer (Ph.d to Master)	5	9
Research - Extension	3	15
Research - Extension to Submit	101	12
Research - Off books	54	21
Research - Readmission	22	13
Taught - Examination Request	25	15
Taught - Extension to submit	17	7
Taught - Off Books	65	25
Taught - Off Books Taking Assessment	1	15
Taught - Readmission	20	10
Withdrawal	47	10
Total Cases	479	

Extracted from Student Cases KPI Dashboard, Appendices, Figure D1

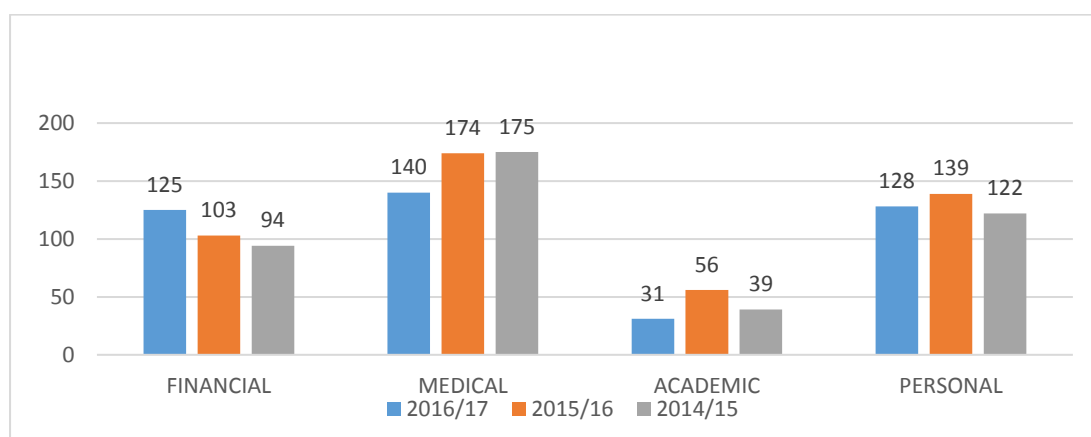
Dean of Student's Consultative Group

A small group, chaired by the Dean of Students, was established in 2012 in order to facilitate the efficient processing of student cases which involve medical evidence. By bringing together the key experts in the area, it has enabled a faster and more effective decision-making process in certain student cases. In the academic year 2016/17, the Group met on 15 occasions and discussed a total of 86 cases.

Undergraduate Students permitted Off-books

To support the need in tracking undergraduate students going off-books, the Figure below presents the reasons cited for seeking such permission. In 2016/17, a total of 424 undergraduate students were off-books, compared to 472 in 2015/16 and 430 in 2014/15. The principal grounds for allowing students to go off-books in 2016/17 were medical which accounted for 33.02 % of off-books students. While there was a 19.5% decrease in the number of students going off-books for medical in 2016/17, there was an increase of 21% in those going off-books for financial reasons in 2016/17, when compared to 2015/16.

Figure D2: Reasons for Undergraduate Students going off-books, 2016-17, 2015-16, 2014-15



Assess, Progress & Graduation

Conduct of Examinations

During the 2016/17 academic year the Assess, Progress & Graduation Team organised approximately 76,385 examination sittings.

Table D5: Breakdown of Examination Sittings

Examinations	2016/17	2015/16	2014/15	2013/14	2012/13
Annuals	61,046	75,778	75,966	75,186	69,270
Supplementals	3,926	4,260	4,281	4,816	4,266
Specials	109	147	129	136	192
Term Tests	5,509	5,533	3,197	3,418	2,945
Foundation Scholarship	5,315	2,653	2,661	2,391	3,015
Others *	480	531	377	541	867
Totals	76,385	88,902	86,611	86,488	80,555

* Music Entrance Test (number who applied) and Matriculation (expected numbers)

During the 2016/17 academic year, 1,389 examinations (Paper Codes) were scheduled. This represents a 49% decrease on the 2015/16 figure of 2,741. Examination scheduling was conducted in SITS with the exception of the Special examinations. The Assessment team published student, module and room examination timetables online via the my.tcd.ie portal.

Anonymous examination numbers were once again generated in SITS for the 2016/17 academic year (47,655 in total) and were made available to students via their personal SITS portal page. Keyholder files, required to support processes for the anonymous marking of undergraduate examinations, continued to be provided via the SITS portal.

Examinations were scheduled in campus venues including the Examination Hall, Graduates' Memorial Building (GMB), Sports Centre, Regent House, Arts Building, Goldsmith Hall and the Museum Building as well as several School-owned rooms and laboratories. Examinations were also held for the 17th consecutive year in the Royal Dublin Society (RDS).

In 2016/17 the Academic Registry introduced a new initiative to have a skilled member of the AR team present at all examinations scheduled in the RDS over the two week period. The objective was that the AR personnel was the first point of contact to any queries that needed to be escalated by the chief invigilator on duty. This was a successful initiative and provided the opportunity to identify further improvements for future examinations at external venues so that a positive student experience is delivered off-campus, such as

1. making it a satellite campus for the duration of the examinations with access to student support staff (administrative and academic),
2. maximising the venue usage in week two of examinations,
3. Academic Registry mini support desk available to troubleshoot any venue or examination issues that arise.

Progressing the items above was considered at the Lessons Learnt workshop held after the examination sessions in 2016/17, and a detailed proposal will now be submitted to the Director of Student Services and Senior Tutor for further consideration with a view to implementing in the 2017/18 academic year.

Invigilation

In 2016/17, 310 postgraduate students applied for invigilation duties, with 277 being successful in their applications (294 in 2015/16 and 201 in 2014/15). Invigilation duties and instructions are advised annually to newly recruited and continuing postgraduate students during their compulsory training session. For 2016/17 the creation of a virtual Academic Registry / Disability Services Team undertook collaborative training of invigilators to ensure that a cross functional invigilation team was established that could work in both main examination venues and disability venues. This initiative will be further developed in 2017/18 with an additional component - training some invigilators as scribes to ensure that there is adequate support for students.

The number of students registered with the Disability Service who required special examination accommodations increased to 828 students in the 2016/17 annual examination session. This represents a 9% increase on the 2015/16 figures of 757. Examination timetable details were provided via the students' portal page. An anonymous PDF file was also published on the Academic Registry website and personal timetable details were prepared individually, according to specific exam accommodation requirements.

During the annual examination session, 27 students had exams rescheduled within the annual session. This represented a 52% decrease of 57 on 2015/16. The number of students that had not registered with the Disability Service, but requested an examination accommodation via their tutor increased significantly by 95%, 125 in 2016/17 from 64 in 2015/16.

Table D6: Rescheduled Examinations, 2017 - 2013

Detail	2017	2016	2015	2014	2013
Number of Students	27	57	68	57	39
Number of Papers	29	56	71	55	43
Number of Departments	18	26	24	23	22
Number of Courses	16	28	34	35	20

Table D7: UG Students requiring alternative examination arrangements 2017-2012

Detail	2017	2016	2015	2014	2013
Number of Students	126	64	46	41	37
Number of Papers	421	270	229	154	143
Number of Departments	44	40	33	33	32
Number of Courses	45	64	25	31	27

The Academic Registry's Assess Progress and Graduation team also manage the award of first-class book tokens to students that receive a first class award at the annual examination session. During 2016/17 1339 students were awarded first class book tokens, compared to 1642 in 2015/16 and 1436 in 2014/15.

Foundation Scholarship

A total of 347 students from 638 applicants presented for the Foundation Scholarship examination in January 2017. Sixteen percent (16%) of those who attended the examination were successful with 55 Foundation and Non-Foundation Scholarships awarded (51 in 2015/16). As can be seen from the chart below, 29 Scholarships (53%) were awarded to female students and 26 (47%) to male students.

Table D8: Number of Foundation and Non-Foundation Scholarships Awarded 2017, 2016, 2015

	FAHSS			FEMS			FHS			MF		
	2017	2016	2015	2017	2016	2015	2017	2016	2015	2017	2016	2015
Female	10	9	12	6	5	5	12	9	11	1	2	4
Male	5	11	12	19	10	15	1	4	6	1	1	3
Total	15	20	24	25	15	20	13	13	17	2	3	7

Plagiarism

The University Council approved enhancements to the College's policy in respect of plagiarism. As a result, a new business process was designed and implemented in 2016/17 that permits Module Markers and School Assessment Managers or their delegates to record levels of plagiarism offences on the Student Module Result (SMR) record via the my.tcd.ie portal. While the process was implemented in 2016/17, it was applied retrospectively to the academic year 2015/16. If a plagiarism offence has been recorded, students can view the plagiarism level recorded on their student record via their Academic History on the my.tcd.ie portal, and Schools can centrally and consistently record

plagiarism incidents. In addition, Senior College Officers have access to reports supporting implementation of the policy.

Plagiarism Levels and Descriptors

Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty.

Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism.

Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission

Level 4: If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

In 2016/17, 42 incidents of plagiarism were recorded ranging from Level 1 to Level 4, and 14 were retrospectively recorded for the academic year 2015/16 ranging from Level 1 to Level 3.

Further details of the incidents of plagiarism recorded by course are presented in the Appendices, Table D9.

Classification of Awards achieved by final year undergraduate students

The table below presents a breakdown of the classification of awards by programme, achieved by final year undergraduate students in 2016/17. For comparative purposes, 2015/16 data is presented in the Appendices, Table D11. Note: this data is in respect of the degree award achieved by final year undergraduate students and not the final year examination result. In 2016/17, 20.8% achieved a First Class award.

Table D10: Distribution of Awards for final year undergraduate courses, 2016/17

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences											
Acting	8			8						16	50.0%
Ancient and Medieval History and Culture		6	3							9	0.0%
BESS - Business	21			59				1		81	25.9%
BESS - Business and Economics	11	57	5		1			1		75	14.7%
BESS - Business and Political Science	1	13	1							15	6.7%
BESS - Economics	1	11	4		1					17	5.9%
BESS - Economics and Political Science	1	3								4	25.0%
BESS - Economics and Sociology		3								3	0.0%
BESS - Political Science	1									1	100.0%
BESS - Political Science and Sociology		2								2	0.0%
BESS - Sociology		1	1							2	0.0%
BESS - Sociology and Business	4	17	1							22	18.2%
Business Studies and a Language	6			33	1			2		42	14.3%
Catholic and Theological Studies		3				1				4	0.0%
Classics	2	2								4	50.0%
Clinical Speech and Language Studies	5			24	1					30	16.7%
Deaf Studies	3			8	1			1		13	23.1%
Drama and Theatre Studies	6	11	2							19	31.6%
Early and Modern Irish			2		2					4	0.0%
Education (Validated)	3			26						29	10.3%
English Studies	10	31	2							43	23.3%
European Studies	10	32	2							44	22.7%
History	4	30	3							37	10.8%
History and Political Science	8	17								25	32.0%
Irish Studies		4	5		1			1		11	0.0%
Law	16			80						96	16.7%
Law and Business	10			11						21	47.6%
Law and French				11						11	0.0%
Law and German	4			8						12	33.3%
Law and Political Science	6			11						17	35.3%
Music	2	9	1					1		13	15.4%
Music Education	1			9						10	10.0%
Philosophy	5			9						14	35.7%
Philosophy and Political Science	3	5	3					1		12	25.0%
Philosophy, Political Sci, Economics and Sociology	10	23	1					2		36	27.8%
Psychology	18	12	3							33	54.5%
Social Studies	6			37						43	14.0%
Sociology and Social Policy	3	19	4							26	11.5%
World Religions and Theology	1	3	1		1					6	16.7%
Grand Total	190	314	44	334	9	1	0	10	0	902	21.1%
Percentage distribution	21.1%	34.8%	4.9%	37.0%	1.0%	0.1%	0.0%	1.1%	0.0%	100.0%	

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Engineering, Mathematics and Science											
Chemistry with Molecular Modelling			2							2	0.0%
Computer Science - Integrated [†]	30	15	3					16	16	80	37.5%
Earth Sciences	1	5	5							11	9.1%
Engineering - Double Diploma Mechanical Engineering	1			4						5	20.0%
Engineering - Integrated [†]	77			126	5	1		16	89	314	24.5%
Engineering and Management - Integrated [†]	2			12				1	5	20	10.0%
Human Genetics	2	11								13	15.4%
Information Systems	11			10				2		23	47.8%
Management Science and Information System Studies	9	14	2							25	36.0%
Mathematics	13	7	3					2		25	52.0%
Medicinal Chemistry	8	9	5		3					25	32.0%
Nanoscience Physics and Chemistry of Adv. Materials Science	10	2	4							16	62.5%
Theoretical Physics	61	168	40		5	1		10		285	21.4%
Grand Total	235	238	70	152	14	2	0	47	110	868	27.1%
Percentage distribution	27.1%	27.4%	8.1%	17.5%	1.6%	0.2%	0.0%	5.4%	12.7%	100.0%	

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Health Sciences #											
Children's and General Nursing	3			13				1		17	17.6%
Diagnostic Radiography (Joint Degree - SIT)	7			17				1		25	28.0%
Human Health and Disease	8			14						22	36.4%
Human Nutrition and Dietetics (Joint Degree- DIT)	12			7				1		20	60.0%
Midwifery	1			23	1	1		3		29	3.4%
Nursing	30			120	18	1		10		179	16.8%
Occupational Therapy	5			68						73	6.8%
Pharmacy	11			41	1			2		55	20.0%
Physiotherapy	4			109	1			1		115	3.5%
Radiation Therapy	5			19				2		26	19.2%
Grand Total	86	0	0	431	21	2	0	21	0	561	15.3%
Percentage Distribution	15.3%	0.0%	0.0%	76.8%	3.7%	0.4%	0.0%	3.7%	0.0%	100.0%	

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masterst†	Total	% First Class by Course
Multi-Faculty											
Computer Science and Business	7	16	2		1					26	26.9%
Computer Science and Language	6	4				1		1		12	50.0%
Political Science and Geography	1	9	1					3		14	7.1%
Two Subject Moderatorship	67	203	45		1	2		5		323	20.7%
Grand Total	81	232	48	0	2	3	0	9	0	375	21.6%
Percentage Distribution	21.6%	61.9%	12.8%	0.0%	0.5%	0.8%	0.0%	2.4%	0.0%	100.00%	
College Total #	592	784	162	917	46	8	0	87	110	2706	21.9%
Percentage Distribution	21.9%	29.0%	6.0%	33.9%	1.7%	0.3%	0.00%	3.2%	4.1%	100.0%	
Cumulative percentage distribution	21.9%	50.8%	56.8%	90.7%	92.4%	92.7%	92.7%	95.9%	100.0%	100.0%	

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masterst†	Total	% First Class by Course
Faculty of Health Sciences - Dental Science and Medicine											
Dental Science	1	n/a		22		11		1		35	3%
Dental Technology						3		3		6	0%
Medicine	14			107		42		4		167	8%
Dental Science / Medicine Total	15			129	0	56	0	8	0	208	7%
Percentage Distribution	7.2%			62.0%	0.0%	26.9%	0.0%	3.8%	0.0%	100.00%	
Grand Total	607	784	162	1046	46	64	0	95	110	2914	
Percentage Distribution	20.8%	26.9%	5.6%	35.9%	1.6%	2.2%	0.00%	3.3%	3.8%	100.0%	
Cumulative percentage distribution	20.8%	47.7%	53.3%	89.2%	90.8%	93.0%	93.0%	96.2%	100.0%	100.0%	

† Indicates UG students where the intended final award is Masters Level, i.e. M.C.S./M.A.I. includes 5th Year results for UG Degree and Masters and exiting 4th year degree results.

*Other includes Awaiting Result, Result Unknown

**Includes students awarded an Ordinary B.A. At the end of their JS year in 2013/14

excl Medicine & Dental Science

Prizes & Awards

Gold Medals

In 2016-17, 139 students achieved a gold medal. This represented a significant increase from 100 awarded in 2015/16 and 67 in 2014-15. The number of students achieving a Gold Medal has shown fluctuation year on year, with, for example, only 67 awards made in 2014/15. Whilst the criteria for award were reviewed in 2011, they remain complex and will be considered following the new progression regulations to be introduced in 2018/19 in the context of the Trinity Education Project (In the Appendices, the current criteria for awards are available in Table D17, and a breakdown by gender is presented Table D18).

Table D12: Gold Medals awarded by Faculty, 2016/17 – 2013/14

Faculty	2016/17		2015/16		2014/15	
	No. First Class Degrees	No. Gold Medals	No. First Class Degrees	No. Gold Medals	No. First Class Degrees	No. Gold Medals
Arts, Humanities and Social Sciences	190	30	0	13	173	17
Engineering, Mathematics and Science	235	69	0	41	158	28
Health Sciences	101	23	0	32	112	21
Multi-Faculty	81	16	0	14	84	1
Total	607	139	0	100	527	67

Examination by Research

All postgraduate students registered to undertake a research degree in Trinity are deemed to be on the research register. These students are required to submit their thesis for examination to the Academic Registry in the first instance.

In 2016/17, the total number research theses presented for examination was 381. Of these, 45 (12%) were approved for degree award as a first outcome following examination. Eighty-one percent (81%) of all students were required to submit Minor Corrections, and 7% were referred for Major Revisions. The detailed outcome of the examination of all PGR theses is presented in the table below.

A full breakdown of the Higher Degrees awarded in 2016/17 is presented in Table D13 below.

Table D13: Analysis of outcomes of PGR examination process, 2016/17

Degree	Total approved examinations	Degree awarded (without further revision required)	Minor corrections required	Referred for major revisions	Lower degree awarded	Failed
Ph.D	319	40	256	23	0	0
M.Sc.	36	3	31	1	1	0
M.Litt.	6	0	5	1	0	0
M.D.	12	1	11	0	0	0
D.Ch.Dent.	2	0	2	0	0	0
M.Ch.	0	0	0	0	0	0
M.A.I.	3	0	1	1	0	1
D.Ed.	2	0	1	1	0	0
Sc.D.	1	1	0	0	0	0
Total:	381	45	307	27	1	1
% of Total	100%	11.8%	80.6%	7.1%	0.3%	0.3%

Table D14: Analysis of Higher Degrees awarded by Faculty, 2016/17.

Faculty	Ph.D.	M.Sc.	M.Litt.	M.D.	M.Dent. Ch.	M.Ch.	M.A.I.	D.Ed.	D.Ch. Dent.	Sc.D.	Total
FAHSS	132	0	5	0	0	0	0	2	0	0	139
FEMS	120	15	1	0	0	0	2	0	0	1	139
FHS	67	21	0	12	0	0	0	0	2	0	102
MF	0	0	0	0	0	0	0	0	0	0	0
Total	319	36	6	12	0	0	2	2	2	1	380
%	84%	9%	2%	3%	0%	0%	1%	1%	1%	0%	100%

Graduation

As a result of the restructuring of the Academic Registry in 2016, the graduation activity transferred to the Assess, Progress Team. For the first time in 2016/17, the graduation activities was managed by the Assess, Progress & Graduation Team, and all ceremonies were enabled by process supported fully by SITS.

The Academic Registry prepares, coordinates and manages the Graduation Ceremonies on behalf of the Registrar of the College. It has responsibility for ensuring the production of the Graduation schedule annually, ensuring candidates are invited and register for Ceremonies, liaison with the suppliers of Gowns and Photography, and ensuring that the traditions and level of excellence associated with Graduation ceremonies is sustained. In 2016/17, the team managed 42 ceremonies, conferring 5,395 degrees.

Prior to Michaelmas Term 2016, all graduands expecting to graduate were require to make paper application to the Academic Registry to be conferred. This resulted in a poor experience for the graduand, where the onus was wholly on the student to make application by strict deadlines in order to be included in the schedule for degree award ceremonies. In the Michaelmas Term 2016, a new process was implemented to improve the graduands experience of graduation. The paper based application was fully replaced with a process whereby the Academic Registry identifies eligible

graduands, and issues invitations to attend the ceremony. The communication process with the students is facilitated through the my.tcd.ie portal. Once the student confirms their attendance, or their wish to be conferred in absentia, the Academic Registry subsequently confirms the arrangements.

Degrees

In the 2016 calendar year, 38 (35 in 2015) commencement ceremonies were held during which 5,341 (4,942 in 2014) degrees were conferred (3,174 primary degrees and 2,167 higher degrees). The scale of the activity increased in 2016 – an 8.5% increase in the number of ceremonies was required to facilitate the corresponding 8% increase in the number of degrees to be conferred.

The Academic Registry, with the Registrar, will continue to monitor increases in the activity, and the associated impact on the number of ceremonies required, availability of academic officers, and availability and capacity venues (ie, Public Theatre and Dining Hall).

Table D15: Degrees Conferred 2016

	2016		2015		2014		2013	
	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia
Primary Degrees								
Moderatorships	1237	89	1191	79	1188	66	1167	71
Bachelor in Arts	342	24	305	31	304	37	237	23
Other Primary Degrees:								
TCD	1356	126	1210	162	1234	137	1159	125
DIT			1				2	
Total Primary Degrees	2935	239	2707	272	2726	240	2565	219
Higher Degrees								
Master in Arts	28	45	38	63	22	52	40	64
Master in Arts (jure officii)	13	6	48	8	36	5	11	1
Other Masters	1374	240	1126	241	1221	250	1016	209
Doctors	382	69	333	33	345	37	385	36
Honorary Degrees	10		9		8		9	
Total Higher Degrees	1807	360	1554	345	1632	344	1461	310
Sub Total	4742	599	4261	617	4358	584	4026	529
Grand Total	5341		4878		4942		4555	
Number of Ceremonies	38		34		34		34	

Diplomas and Certificates

In the 2016 calendar year, 8 (8 in 2015) certificate and diploma ceremonies were held during which 946 awards (951 in 2015) certificates and diplomas were awarded (281 certificates and 665 (diplomas).

Table D16: Diplomas & Certificates Awarded in 2016

Award Type	Absent	Present	Total No. of Candidates
Foundation Studies in Higher Education	1		1
Certificate	3	54	57
Special Purpose Certificate	3	2	5
Diploma	11	128	139
Higher Diploma		36	36
Postgraduate Certificate	69	149	218
Postgraduate Diploma	85	368	453
Professional Diploma		37	37
Total			946

Seanad Electoral Register

The Register of Seanad Electors for the Dublin University constituency is prepared and kept in pursuance of the Electoral Act, 1923. The Seanad Éireann Register, which is published on June 1 annually, is a list of the names, addresses and qualifications of graduates of the University of Dublin who have claimed to be registered. Registered claimants are eligible to vote in Seanad Éireann elections within in the Dublin University constituency.

Inclusion on the Seanad Register does not happen automatically. All citizens of Ireland who have been conferred with a degree by the University of Dublin (other than an honorary degree) and have attained the age of eighteen years are eligible to become electors in the DU constituency but must claim to be registered. The Academic Registry maintains the live register of electors, processing all claims for inclusion on the register and publishing it annually. In 2016/17, there were 59,993 electors registered.

E. Academic Staff**Full Time Staff: Student Equivalent (FTSE) Data 2016-17**

The Academic Registry assumed responsibility for the annual calculation and reporting of FTSE data for 2016/17 onwards – the activity having transferred from Trinity Teaching & Learning, Academic Services Division. The Academic Registry used this opportunity to review the FTSE process and identified opportunities for improvements to be phased over two cycles ie, 2016/17 and 2017/18. Further details are presented on page xxx of this Report.

Methodology for the Calculation of FTSE Data

The methodology for the calculation of FTSE data annually is presented below.

- (i) The staff FTE is calculated against a formula long prescribed by the HEA, which requires the inclusion of all full-time academic staff, irrespective of funding source, the FTE of part-time and hourly-paid teaching staff and the FTE of demonstrators.
- (ii) Staff FTEs are produced annually by HR as at 1st January; data is provided by Department within School. These figures, together with explanatory notes as appropriate, are sent to individual School Administrators for verification. Queries raised by Schools are discussed and resolved with HR before the staff: student ratio is calculated.

- (iii) The FTE for part-time and occasional teaching staff, and for demonstrators, is calculated against the total pay costs incurred by Schools and Departments in the previous complete financial year. It is the responsibility of Departments and Schools to ensure that casual academic staff and demonstrators are correctly coded, so that the correct factors, described at (iv) and (v) below, are applied
- (iv) The factor applied to the calculation of the part-time teaching staff is 100% of the value of the 11th point of the Lecturer scale.
- (v) The factor applied in the calculation of the FTE of Demonstrators is 100% of the value of the full-time salary of Demonstrators (i.e. the current rate for Demonstrators in Anatomy).
- (vi) In certain instances where no 'department' exists – e.g. the Biology Teaching Centre – the FTE of the whole-time Director and of the occasional Demonstrators is divided and allocated among cognate Departments. The proportion of FTE allocated to each Department is a matter determined by the Faculty.

FTSE Data 2016/17

Staff/Student ratios in 2016/17 ranged from 1:16 in the Faculty of Engineering, Mathematics and Science, to 1:21 in the Faculty of Arts, Humanities and Social Sciences. The overall College ratio was 1:19 (1:19 in 2015/16). Undergraduate and postgraduate students are included in the staff/student ratio data.

Table E1: Summary Analysis Staff:Student Ratio, 2016/17

Summary of Analysis Staff:Student Ratio												
FACULTY 2015/16	STAFF FTE	STUDENT FTE				Ratios 2016/17	Ratios 2015/16	Ratios 2014/15	Ratios 2013/14	Ratios 2012/13	Ratios 2011/12	Ratios 2010/11
		Undergraduate	Postgraduate Taught^	Postgraduate Research*	Total							
Arts, Humanities & Social Sciences	370.42	5533.44	1732.45	628.00	7893.89	21	22	23	23	22	22	21
Engineering, Mathematics and Science	281.36	3515.59	466.09	639.00	4620.68	16	18	17	17	16	16	15
Health Sciences	239.94	3281.78	650.46	296.00	4228.24	18	18	15	16	15	14	14
										18	18	17
COLLEGE	891.71	12330.81	2849.00	1563.00	16742.81	19	19	19	19	18	18	17

Further details by Faculty are provided in the Appendices, Tables E2 – E4.

F. Course Developments

Broad Curriculum

In 2016/17, 925 students enrolled on 45 Broad Curriculum (BC) modules. There were an additional 170 students enrolled in 13 language modules offered by the School of School of Linguistic, Speech and Communication Sciences. However, the academic year 2016/17 saw a decrease in the number of students who completed a specialised Broad Curriculum module down from 955 in 2015/16 to 891 in 2016/17 across the 45 modules offered.

The Broad Curriculum modules available for students in 2016/17, were divided into cross Faculty core modules, and stand alone modules, where students enrol on a module delivered in the core curriculum or a stand alone module, which is specifically devised to accommodate Broad Curriculum students. There were 7 standalone BC modules on offer in 2016/17 as presented below [quota provided in brackets]:

1. Introduction to Contemporary Asian Studies [50]
2. Spirit of Entrepreneurship [24]
3. Understanding Literature [100]
4. The Prison System [100]
5. Language and Mind [150]
6. Science, Technology and Society: The Idea Translation Lab at Trinity College Dublin (Delivered in conjunction with the Science Gallery) [30]
7. Energy in the 21st Century: Powering the Anthropocene [30]

The Academic Registry centrally administers the planning, updating the website, module enrolments, module choice changes and withdrawals, processing and publication of marks for the cross-faculty modules. Module content, teaching and assessment are the responsibility of the relevant discipline/area. Language modules are managed and administered by The Centre for Language and Communication Studies (School of Linguistic, Speech and Communications Sciences).

The website (www.tcd.ie/Broad_Curriculum) provides up to date information for both cross-faculty modules and language modules, including module course outlines, timetable details and assessment regulations. Credit regulations for all undergraduate courses are described, and application for both Broad Curriculum and Language modules is provided for directly from the web pages. Assessment results are published on the web pages when available.

A detailed breakdown of the Broad Curriculum modules delivered in 2016/17 is presented in the Appendices, Table F1(a) and retention rates in F1(b).

New Course Proposals

In 2016/17, the Undergraduate Studies Committee, and the Graduate Studies Committee, discussed and recommended the following new course UG and PG course and module proposals, which were subsequently approved by the University Council: Once approved, the Academic Registry subsequently set up the associated course curriculum in SITS to facilitate admission and registration of students. In 2017/18, the Academic Registry will establish a KPI to manage and monitor turnaround times for the setup of courses in SITS.

The details of courses approved in 2016/17 are presented in Table F2 below.

Table F2: Course Proposals approved by University Council, 2016/17

Date Approved	UG/ PG	Name of Course	Degree award	Duration	NFQ Level	Faculty / School
28/09/2016	PG	M.Sc. in Operations and Supply Chain Management	M.Sc. & P.Grad.Dip	1 year	Level 9	School of Business
28/09/2016	PG	M.Sc. in Computer Science (Intelligent Systems)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
28/09/2016	PG	M.Sc. in Computer Science (Future Networked Systems)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
28/09/2016	PG	M.Sc. in Computer Science (Graphics and Vision Technologies)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
28/09/2016	PG	M.Sc. in Computer Science (Data Science)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
26/10/2016	PG	Masters in Education Studies (Inquiry-Based Learning)	M.ED	2 years	Level 9	School of Education
30/11/2016	PG	Postgraduate Diploma in Population Health and Health Services Research	P.Grad.Dip	1/2 Years	Level 9	Royal College of Surgeons
30/11/2016	PG	M.Sc. in Entrepreneurship	M.Sc./P.Grad.Dip	1/2 Years	Level 9	School of Business
30/11/2016	UG	B.A. Science - Biological and Biomedical Sciences , Chemical Sciences, Geography and Geoscience and Physical Sciences	B.A.	4 years	Level 8	Faculty of Engineering, Mathematics and Science
18/01/2017	PG	M.Sc. in Human Resource Management	M.Sc.	1/2 Years	Level 9	Trinity Business School
01/03/2017	PG	Masters in Education Studies (Visual arts)	M.E.S.	2 years	Level 9	School of Education
05/04/2017	PG	Masters in Education Studies in Leadership in Christian Education (w/exit award of P.Grad.Dip.)	P.Grad.Dip.	2 years	Level 9	Marino Institute of Education (MIE)
05/04/2017	UG	B.A. in Stage Management and Technical Theatre	B.A.	3 Year	Level 8	School of Creative Arts
07/06/2017	PG	Postgraduate Certificate in Quantitative Methods and Data Analysis for Healthcare	PG Cert	1 Year	Level 9	School of Nursing and Midwifery
07/06/2017	PG	M.Sc. in Ageing Health and Well Being in Intellectual Disability	(M.Sc./P.Grad.Dip./ P.Grad.Cert.)	1/2 Year	Level 9	School of Nursing and Midwifery
07/06/2017	PG	Masters in Clinical Dentistry	M.Sc.	1 Year	Level 9	School of Dental Science
07/06/2017	PG	Certificate in Innovation and Entrepreneurship	Special purpose	1/2 Years	Level 7	Innovation Academy
07/06/2017	PG	Postgraduate Certificate in Quantitative Methods and Data Analysis for Healthcare	PG Cert	1 year	Level 9	Faculty of Health Science,
16/02/2017	PG	P.Grad.Dip Medicine	PG Dip	1/2 years	Level 9	School of Medicine
07/06/2017	UG	Certificate course in Innovation and Entrepreneurship	UG Cert	1/2years	Level 7	Trinity Innovation Academy

PGT Modularisation Pilot

This pilot was established as a feasibility study to assess the viability of Standalone Module delivery via SITS without large system re-configuration. The pilot, delivered by Academic Registry in collaboration with IT Services, was run for the academic year 2016/2017. Feedback from Schools in the modularisation pilot has been positive, and in consultation with the Dean of Graduate Studies, it was decided to extend the pilot for 2017/18.

This pilot has delivered the following:

- Applicants were enabled to apply online for standalone modules that were advertised by Schools.
- A new application form allowed all data to be brought directly in SITS.
- Record management, including billing and student registration for standalone modules was in line with current operating procedures.
- All data recorded in relation to standalone modules is stored in SITS in line with SITS data management and is available for production of transcripts and for reporting purposes.

The following standalone modules were run as part of the pilot (also presented in F3(a) in Appendices):

1. Comparative Healthcare - Module
2. Delineation for Radiation Therapy Practice - Module
3. Health Economics - Module
4. Health Services Management - Module
5. Managing People in Healthcare Organisation - Module
6. Radiobiological Principles and Practices - Module
7. Haemodialysis and Allied Therapies Nursing - Module
8. Vascular Health and Diseases Nursing – Module

Table F3(b): Students Registered on PGT Modularisation Pilot Modules, in 2016/17

Module	School	No. of Applications	Registered Students	
			September	January
Health Economics - Module	PHPC	3	2	
Managing People in Healthcare Organisations - Module	PHPC	2	2	
Anaesthesia Recovery Room Nursing - Module	NM	188	53	48
Vascular Health and Diseases Nursing - Module	NM	15		12
Total	2	208	57	60
			117	

The foundation for broadening the implementation of modularisation across Faculties and integrating into standard operations, is expected to be realised as a secondary benefit following the implementation of changes to processes and systems to support the Trinity Education Project at the end of 2018/19.

G. Service

Metrics

The volumes of queries received and both Quantitative and Qualitative Performance are closely managed and a summary of activity for the academic year 2016/17 is presented in the Table below:

	Face to Face Interaction	Email Interaction	Phone Calls																							
Volumes	Service Desk Walk ins	Service Desk Inbound Emails	Service Desk Inbound Calls																							
	37,383	47,483	30,735																							
	<p>Average Walk In Wait Time</p> <table border="1"> <tr><th>Category</th><th>Minutes</th></tr> <tr><td>Actual</td><td>~3.2</td></tr> <tr><td>KPI</td><td>~5.0</td></tr> </table> <p>Actual -v- KPI</p>	Category	Minutes	Actual	~3.2	KPI	~5.0	<p>ESDs Resolved in:</p> <table border="1"> <tr><th>Category</th><th>Count</th><th>Percentage</th></tr> <tr><td>Green (<Within 1 Day)</td><td>18504</td><td>39%</td></tr> <tr><td>Inside SLA (2-4 Days)</td><td>24293</td><td>52%</td></tr> <tr><td>Outside SLA (More then 4 Days)</td><td>4403</td><td>9%</td></tr> </table>	Category	Count	Percentage	Green (<Within 1 Day)	18504	39%	Inside SLA (2-4 Days)	24293	52%	Outside SLA (More then 4 Days)	4403	9%	<p>Average Inbound Call Wait Time</p> <table border="1"> <tr><th>Category</th><th>Minutes</th></tr> <tr><td>Actual</td><td>~1.8</td></tr> <tr><td>KPI</td><td>~2.5</td></tr> </table> <p>Actual</p>	Category	Minutes	Actual	~1.8	KPI
Category	Minutes																									
Actual	~3.2																									
KPI	~5.0																									
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Outside SLA (More then 4 Days)	4403	9%																								
Category	Minutes																									
Actual	~1.8																									
KPI	~2.5																									
Quality	<p>94% Happiness Score</p>	<p>88% Success</p> <p>This quality rating is based on monthly peer scoring of a random sample of closed tickets.</p>	<p>Not Available</p>																							

H. Business Support & Planning

Reporting

The Business Support & Planning Function manages and responds to request for reports and statistical information relating to student information on behalf of Trinity College Dublin.

We receive and respond to requests for statistical reports and information which are generally statutory, recurrent/cyclical or adhoc. The Academic Registry responds to all reporting requests and where deemed appropriate, data is provided in accordance with both the Data Protection and Freedom of Information legislations. Examples of reports and information requests include:

- Bi-Annual HEA Statistical Returns (November and March annually),
- HEA RGAM (Recurrent Grant Allocation Model)
- Irish Survey of Student Engagement (ISSE)
- Financial Reporting for Quarterly Management Packs
- Support to Global Relations with data for Management Packs
- World University Rankings

Other examples of recurrent and ad hoc internal reporting requests are regularly received from College Offices, Faculties, Schools, Disciplines and Administrative Offices within College.

External requests are commonly received from government departments, state agencies, local authorities, foreign agencies, educational institutions, media outlets and individuals.

Deadlines and agreed targets were met for the publication of all of these reports for the Academic Year 2016/2017.

Statutory Reporting - HEA and RGAM Reports:

HEA

The AR analyses the student enrolment and graduate data to validate, extract and collate the bi-annual HEA suite of reports (Survey, Course, Programme and Socio-Economic files) twice annually. This allows the HEA provide cross-institutional analyses of higher education student enrolments, new entrants and graduates each year.

They are also used by the HEA to provide analysis of higher education student data to the Department and Minister of Education and Skills to assist with the formulation of Governmental higher education policy.

This statistical analysis is also used by College Management for all internal purposes.

HEA RGAM

Annually the AR coordinate the completion of the RGAM return to the HEA in conjunction with the Schools across Trinity. This data is used to define and measure the funding model for the College, which is based on:

- Staff to Student (FTE) enrolment weightings
- Subject group weightings as defined by the HEA

The RGAM data is derived from the HEA return data and broken down in respect of the student enrolment at a module level for each School/Departments across Trinity. The AR compare the HEA Return with student module enrolments to provide the base data required to compile, validate and finalise the RGAM for submission to the HEA annually.

Internal Reporting

FTSE

The annual capture of FTSE data is required for the calculation of full-time student equivalents this also provides a mechanism for the allocation of resources to Schools and Departments in consideration of the student registration headcount annually.

The staff and student FTSE is generated each year based on the HEA Annual SRS and RGAM returns which provide the base data required for the Schools and Departments to calculate student enrolments (by subject/module), in conjunction with the departmental staff FTE (data provided by HR) allocated to the delivery of modules. The combination of the Student FTE and Staff FTE datasets are then used to calculate the staff/student ratio within the academic departments across each of the Schools in TCD.

Academic Registry took over the collation of FTSE for 2016/2017 and in order to formulate an agreed approach which included feedback from stakeholders (ie, Schools and Faculties), the Academic Registry convened the FTSE Review Group; which included representation from across the College Faculties and Schools.

AD hoc reporting

The Academic Registry is regularly required to prepare reports such as, student registrations, nonEU applications and registered students, outcome of the implementation of new academic policy, to support strategic academic decision making committees such as College Board and University Council, Undergraduate Studies Committee, Graduate Studies Committee, Planning Group, Finance Committee.

Continuous Improvement Projects 2016/17

During the academic year 2016/2017, the Academic Registry delivered the following CI projects working with colleagues in IT Services.

SITS Research Management Functionality:

This functionality enables the student submission of e-thesis and includes the following functionality to manage a Research student's lifecycle:

- Progress reports
- Confirmation reports
- Intention to submit thesis
- Soft bound thesis submission
- Internal/External examiner communications
- Examination result
- Approval and submission of e-thesis
- Submission of hard bound thesis

- Board and Council approval

The above functionality enables tracking of all events in the lifecycle of a Research student in TCD.

New Progress Fields in SITS

Two new progress fields (INC - Incomplete and AAS – Additional Assessment Scheduled) were introduced into the Application & Admissions SITS business process to facilitate the application assessment process.

The new progress fields gave the Application and Admissions team and course assessors the ability to mark an application as incomplete or to indicate that further assessment is required before a final decision could be made on an application. This has helped supply data to the application process and allow more nuanced reporting.

Reference Request Functionality

Functionality was delivered in SITS to automate reminders to applicants when one or more references is outstanding on an application.

This functionality also enables applicants to add/remove and or amend the name and contact details of the referee supplied at point of application.

CAO Duplicate Matching

A new automated process for duplicate matching CAO applicants to records already in SITS was initiated. When an applicant has previously applied/attended TCD this functionality facilitates the merging of these records at the point of entry. Automation of this process has negated the manual merge 2000+ records and reduced the processing time from 5+ days to 2-4 hours.

PGT Modularisation Pilot

See page 74.

PART III: APPENDICES (SOURCE STUDENT DATA)

See MS Excel Workbook attached.

Admissions Undergraduate

Figure A1	Total number of CAO Applicants to all Universities 2016, 2015, 2014
Figure A2	Proportion of CAO Applicants to the University Sector (incl DIT), 2016 – 2014
Figure A3	Proportion of CAO 1st Preference Applicants to University Sector (incl DIT) 2016 - 2014
Table A1	Total CAO Eligible First Preference Applications : Quota, greater than or equal to 2, 2016 to 2014
Table A2	Total CAO Eligible First Preference Applications : Quota , less than or equal to one, 2016 to 2014
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Table A4	Total Undergraduate Year 1 Registrations 2016 – 2012
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Table A5 (b)	Profile of undergraduate new entrants by key access criteria by Faculty 2016/17
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Table A7 (b)	Number of mature student applications, offers, and students registered in Nursing & Midwifery 2016 – 2012 Data missing from table
Table A8	Trinity Admissions Feasibility Study 2016-2015
Table A9	Northern Ireland Feasibility Study applicants, offers and acceptances, 2016 and 2014
Table A10 (a)	Study Group International Students and Progression to Trinity, 2016/17 – 2013/14
Table A10 (b)	Study Group International Students and Progression to Trinity, 2016/17 – 2013/14
Table A11	Number of IFP students expected to progress to degree programmes in Trinity in 2017/18
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Table A13	Number of Singapore IT Students Registered in TCD 2016, 2015, 2014
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Table A14(a)	Study Abroad - Inbound, 2016/17, 2015/16
Table A14(b)	Study Abroad 2016/17: ERASMUS Outbound
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Admissions Postgraduate

Figure A6 (a)(b)(c)	PGT Applications, Offers and Registration 2016/2017 with 2012/2013 comparison at Faculty level
Figure A7 (a)(b)(c)	PGR Applications, Offers and Registration 2016/2017 with 2012/2013 comparison at Faculty level
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Supplementary Admissions Data (not presented in Part II of Report)

Academic Registry, Annual Report 2016/17, Part III, Appendices

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Table A18	Ratio of total and eligible CAO applications to quota for two-subject
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Table A20	CAO first preference applications: quotas, points, number registered, Two-subject Moderatorship courses 2016, 2015, 2014
Table A21	Full Breakdown of CAO applications to Trinity, by Province/County, 2016
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Table A24	Percentage rate of acceptances to offers TSM courses 2016 - 2012 (CAO round 1)
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Table A29	TCD Matriculation Examination 2016 - 2013
Table A30	Number of applicants with a disability, eligible applicants, offers and registered students 2016, 2015, 2014
Table A31	Advanced Entry Applications 2016
Table A32	Undergraduate new entrant data by domicile 2016/17 – 2014/15,
Table A33	Distribution of 2016/17 undergraduate new entrants by province and county
Table A34	Undergraduate nonEU new entrants data by course and gender, 2016/17
Table A35	Total CAO and direct entry registered students 2016/17 – 2013/14

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Table B1(b)	Student Body by EU / NonEU status, 2016/17
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Figure B2	Comparative Analysis of Composition of TCD Student Body 2016/17 vs 2012/13 (as a %)
Table B1(c)	Student Body by EU / NonEU status, 2016/17
Table B1(d)	Student Body by EU / NonEU status, 2016/17
Figure B3	Postgraduate students by Mode of Attendance 2016/17
Table B2	Comparative Analysis of Postgraduate Registered Students, 2016/7 – 2012/13

Supplementary Student Body Data (not presented in Part II of Report)

Table B3	Breakdown of Postgraduate students by gender from 2016/17
Table B4	Breakdown of Postgraduate students by gender and Faculty Grouping in 2016/17
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Table B5	Breakdown of Taught Postgraduate students by gender and Faculty Grouping, 2016/17
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Table D1	Undergraduate Student Cases - Logged and Closed 2016/17 vs 2015/16
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Table D3	Postgraduate Student Cases - Logged and Closed 2016/17 vs 2015/16
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Table D12	Gold medals by Faculty 2016/17, 2016/2015, 2015/2014
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Table D14	Number of research degrees awarded by Faculty Grouping and Degree in 2016/17
Table D15	Degrees Awarded 2016, 2015, 2014, 2013
Table D16	Diploma and Certificate Awards, 2016

Supplementary Academic Progress Data (not presented in Part II of Report)

Table D17	Criteria for the award of a Gold Medal
Table D18	Gender breakdown of Gold Medals awarded 2016/17 – 2013/14
Table D19	Foundation and Non-Foundation Scholarships awarded by course 2017, 2016, 2015
Table 20(a)	Number of cases coming to Courts of First Appeal Committee
Table 20(b)	Number of cases coming to Academic Appeals Committee

ACADEMIC STAFF 'E'

Table E1	Summary Analysis: Staff-Student Ratios 2016/17
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Supplementary Academic Staff Data (not presented in Part II of Report)

Table E2	FTSE Data 2016/17 - Faculty of Arts, Humanities & Social Sciences
Table E3	FTSE Data 2016/17 - Faculty of Engineering, Mathematics and Science
Table E4	FTSE Data 2016/17 - Faculty of Health Sciences

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Table F1 (b)	Broad Curriculum cross-faculty courses Retention Rates 2016/17
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Table F3(a)	PGT Modules that participated in PGT Modularisation Pilot launched in 2016/17
Table F3(b)	Students Registered on PGT Modularisation Pilot Modules, in 2016/17

Figure A1 Total number of CAO Applicants to all Universities 2016, 2015, 2014

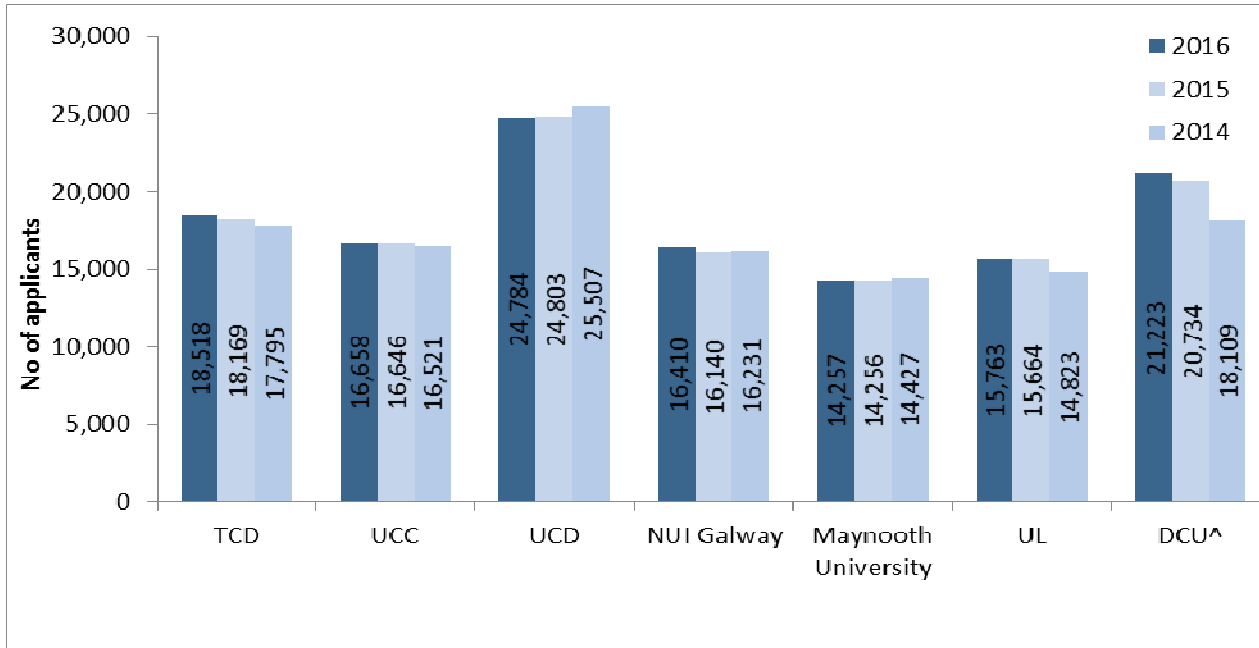


Figure A2: Proportion of CAO Applicants to the University Sector (incl DIT), 2016 – 2012

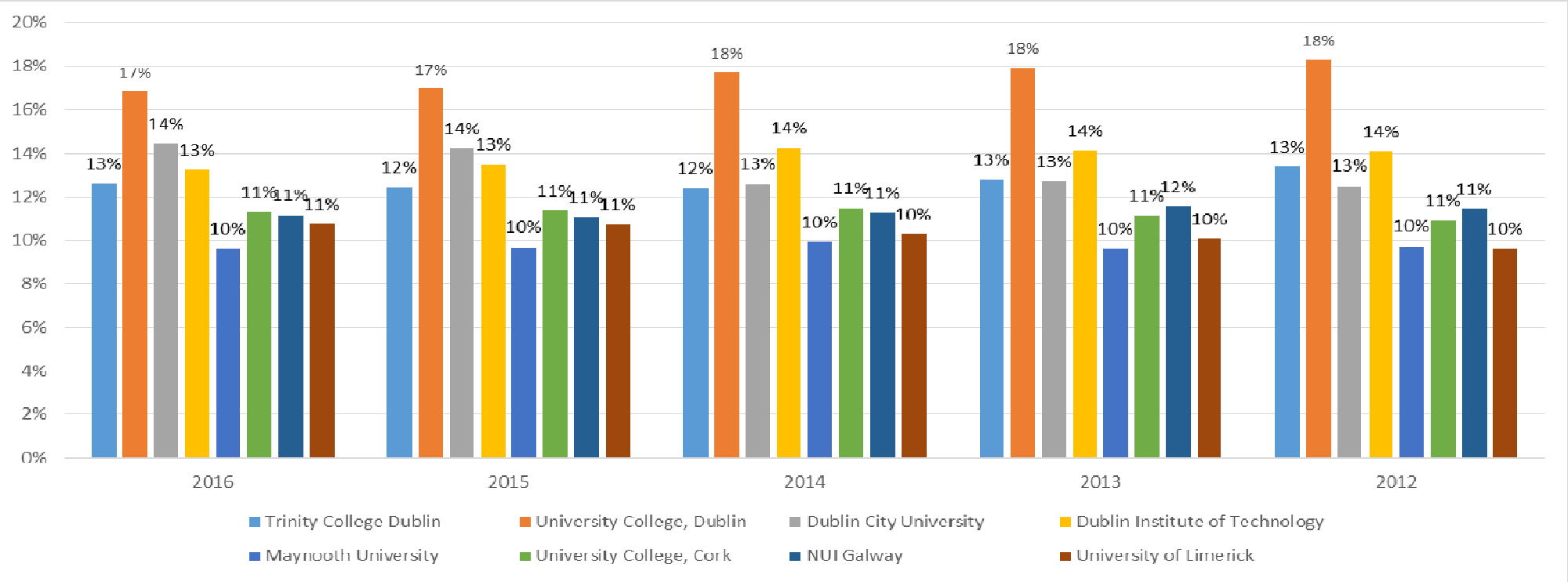


Figure A3: Proportion of CAO 1st Preference Applicants to University Sector (incl DIT) 2016 - 2012

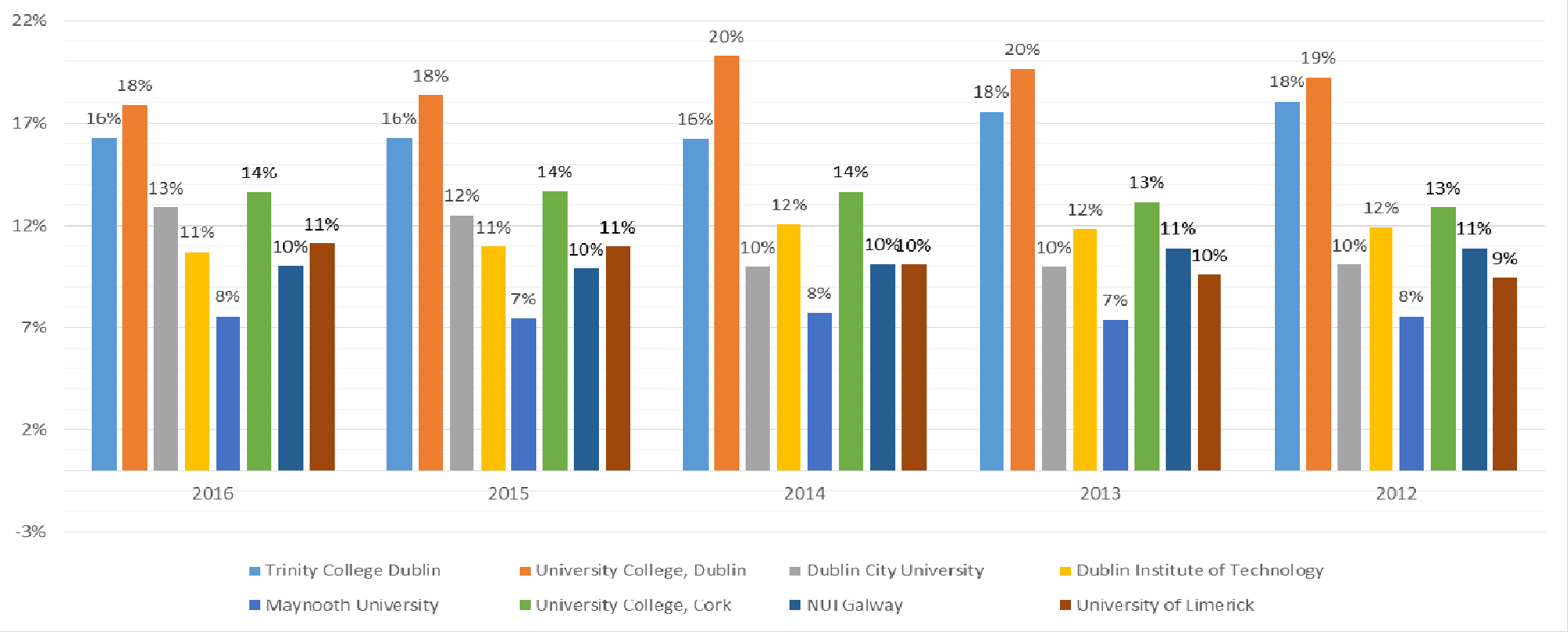


Table A1: Total CAO Eligible First Preference Applications : Quota, ≥ 2, 2016 to 2012

Course	2016			2015			2014			2013			2012		
	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota
Faculty of Arts Humanities and Social Sciences															
Business (New in 2016)	25	535	5.6	15	545*	3.3	15	505	1.7	15	550*	2.1	15	515	2.3
Business Studies & French	15	525	1.7	15	545*	3.3	15	505	1.7	15	550*	2.1	15	515	2.3
Business Studies & Spanish	10	515*	3.0	10	535*	3.1	10	505	2.3	10	510	2.0	10	505	1.8
Catholic Theological Studies	15	330	0.4	15	360	0.5	15	310	0.7	15	AQA	2.1			
Clinical Speech & Language Studies	34	520*	2.4	34	515*	2.1	34	525*	2.3	34	525*	2.5	34	535*	2.0
English Studies	40	515	2.3	40	505*	2.2	40	500*	2.1	40	515	2.6	40	510*	2.0
European Studies	45	535	2.1	45	545	2.0	45	520*	1.9	45	535*	2.3	45	545	2.0
History & Political Science	24	535*	3.1	24	510*	2.5	24	500	2.0	24	510	2.1	24	515	2.6
Law	90	525*	2.4	90	540	2.6	90	525*	2.1	90	530	2.0	90	525*	2.0
Law and Business	25	580*	4.7	25	580	5.1	25	570*	4.7	25	570*	5.0	25	565	5.5
Law & French	15	575	2.8	15	570	3.5	15	560*	2.5	15	560*	2.7	15	565	3.1
Law & German	15	535*	1.7	15	535	2.5	15	515	1.3	15	515	1.5	15	525	1.5
Law and Political Science	20	575	4.5	20	575	3.8	20	555*	3.6	20	570*	3.2	20	575	4.0
Music Education*	10	**435	1.5	15	**450	0.5	10	445**	1.3	15	**405	0.9	10	***525*	2.2
Philosophy, Political Science, Economics & Sociology	34	555*	4.0	34	535	3.3	34	540	2.7	34	530*	2.6	34	535*	3.0
Psychology	31	535*	4.6	31	555*	4.7	31	555	4.8	31	560*	5.6	31	565*	5.9
Social Studies	45	460*	1.6	45	460	2.1	45	455*	2.1	45	460*	2.3	45	465	2.5
Faculty of Engineering, Mathematics and Science															
Human Genetics	15	570	2.3	15	560	2.1	15	560	2.9	15	560*	2.3	15	560*	2.7
Management Science & Information Systems Studies#	27	565	2.9	27	555	2.5	35	515	1.6	27	480	1.2	27	455	0.9
Mathematics	30	545	2.1	30	550	2.4	30	540	1.8	30	520*	2.3	30	535	2.4
Nanoscience, Physics & Chemistry of Advanced Materials#	25	585*	2.5	25	585	2.9	20	595	3.9	20	570*	3.2	15	515*	2.1
Faculty of Health Sciences															
Dental Science	32	585*	3.4	32	585	4.1	32	575*	3.9	32	575*	3.1	32	590*	3.6
Integrated and Childrens General Nursing	20	485*	3.3	20	495	3.8	20	490	3.0	20	505*	3.7	20	490*	3.4
Medicine	121	729*	4.1	121	733	4.2	121	731*	4.4	123	748*	4.8	123	746*	5.0
Midwifery#	44	450*	2.3	40	455	3.1	40	450*	3.2	40	445	4.1	40	460*	3.6
Occupational Therapy#	40	510	2.2	45	515*	2.5	45	500*	1.9	40	505*	2.0	40	510*	2.6
Pharmacy	75	555*	2.0	75	550*	1.8	75	560*	2.1	75	565*	2.1	75	565*	2.6
Physiotherapy	40	535*	1.5	40	540*	1.6	40	540*	2.1	40	535*	1.5	40	550	2.1
Radiation Therapy	30	515*	2.1	30	525*	2.0	30	515*	1.7	30	530*	1.7	30	535*	1.9
Multi-Faculty															
Political Science and Geography	15	475	1.4	15	470	1.6	15	485	2.2	20	445	1.3	20	435	1.6
Two Subject Moderators#	428	n/a	1.5	424	n/a	1.7	419	n/a	1.6	419	n/a	1.0	414	n/a	2.0

*Course quota is 10 (RIAM) or 15 (DIT) (alternate years)
Quota adjusted as a result of strategic planning process
Minimum point: * Random selection, not all student with this number of points were offered a place
Minimum Points: *** Entrance Test and/or Interview

Table A2: Total CAO Eligible First Preference Applications : Quota ≤ 1, 2016 to 2012

Course	2016			2015			2014			2013			2012		
	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota
Faculty of Arts Humanities and Social Sciences															
Ancient & Medieval History and Culture#	16	395*	0.8	15	445	1.3	15	450	1.3	15	425	1.0	15	405	1.5
Business Studies & German	15	495*	0.9	15	500	0.9	15	485*	0.8	15	485	1.6	15	480*	1.5
Business Studies & Polish	5	415*	0.6	5	405	0.0	5	405	0.0	5	470	0.2	5	415	0.2
Business Studies & Russian	7	450	1.4	7	450	1.0	7	440	0.9	7	470	0.9	7	475	1.7
Catholic Theological Studies	15	330	0.4	15	360	0.5	15	310	0.7	15	AQA	2.1			
Classics	15	360	0.9	15	410	0.4	15	435	0.5	15	465	0.6	15	390	0.5
Deaf Studies	20	335	0.7	20	375	1.1	20	400	1.3	20	390	1.0	20	395*	1.3
Drama & Theatre Studies	17	**425	0.6	17	***455	1.5	17	440***	1.3	16	***450	1.4	16	***510	1.9
Early & Modern Irish	15	375	0.1	15	425	0.2	15	360	0.1	15	365	0.1	15	375	0.3
Music#	15	**380	0.9	15	***340	0.6	15	390***	0.7	15	**405	1.1	20	***420	0.7
Music Education*	10	**435	1.5	15	**450	0.5	10	445**	1.3	15	**405	0.9	10	***525*	2.2
Philosophy	20	455	1.1	20	410	1.1	20	390	0.7	20	435	0.6	20	455	1.0
Sociology & Social Policy	28	480*	1.1	28	455	0.9	28	460	1.0	28	455	1.1	28	415	0.8
World Religions and Theology	15	350	0.5	15	360	0.5	15	350	1.0	15	380	0.7	29	365	0.8
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modeling	5	485	0.0	5	505	0.6	5	505	0.2	5	470	0.4	5	490	0.8
Earth Sciences	19	490	1.8	19	485*	1.4	19	475	0.9	14	490*	1.1	14	480	1.9
Engineering (Integrated)#	165	500*	1.2	165	490	1.2	175	470	0.9	165	455*	1.1	165	465	1.2
Engineering with Management (Integrated)#	20	500	1.9	19	490*	1.7	22	460	0.9	18	450	1.0	18	435	0.5
Management Science & Information Systems Studies #	27	565	2.9	27	555	2.5	35	515	1.6	27	480	1.2	27	455	0.9
Medicinal Chemistry	28	500*	1.0	28	510*	1.1	28	525	0.8	28	535*	0.7	28	535*	1.3

Course	2016			2015			2014			2013			2012		
	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota	Quota	Min. points	Eligible 1st Pref Applns : Quota
Faculty of Health Sciences															
General Nursing	139	425	1.3	139	420	1.3	139	415	1.4	139	420*	0.9	139	420	1.3
Intellectual Disability Nursing	30	355	0.4	30	385*	0.7	30	390*	0.8	30	390*	0.7	30	395	0.7
Mental Health Nursing#	53	375	0.8	45	415	1.0	45	390*	1.0	45	400*	1.2	45	395*	1.1
Multi-Faculty															
Business and Computing#	30	535	1.1	30	500	1.4	35	465*	0.8	30	465*	1.2	30	465	1.1
Computer Science and Language	20	465	1.0	20	465	0.9	20	450	0.7	15	525	1.6	15	490	1.0
Human Health and Disease	35	530	0.7	35	535	1.2	35	530*	1.1	35	530*	1.0	35	540*	1.4

*Course quota is 10 (RIAM) or 15 (DIT) (alternate years)

Quota adjusted as a result of strategic planning process

Minimum point: * Random selection, not all student with this number of points were offered a place

Minimum Points: *** Entrance Test and/or

Table A3: TSM Subjects CAO Eligible First Preference Applications : Quota greater than or equal to 2, or less than or equal to 1, 2016 to 2012

Two Subject Moderatorship by Subject	2016			2015			2014			2013			2012		
	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota	Quota	Min. points ^^	Eligible 1st Pref Applns : Quota
Ancient History & Archaeology	23	375	1.09	23	375	0.91	23	365	1.00	23	400	1.74	23	390*	1.61
Catholic Theol. Studies	10	430	0.40	10	n/a	0.10							10	460	0.10
Classical Civilisation	29	355	1.10	29	415	1.34	29	385*	1.14	29	400	1.28	29	405	1.59
Classical Languages (new)	16	445	0.38												
Drama Studies	24	***380	1.42	24	405	1.75	24	400	1.25	24	435	1.38	24	***515	1.83
Early Irish	10	n/a	0.00	10	515	0.10	10		0.00	10		0.00	10	460	0.10
Economics	43	470	1.91	43	495*	2.07	43	480*	1.40	43	460	2.40	43	475*	2.30
English Literature#	91	515	2.63	85	530*	3.28	85	520*	3.08	85	530*	3.44	85	535	3.56
Film Studies	30	450	2.70	30	455	2.77	30	360	2.20	30	455*	2.63	30	410	2.13
French	84	390	1.21	84	390	1.30	84	400	1.25	84	480	2.06	84	400*	1.80
Geography	45	405	0.84	45	435	0.96	45	430	0.87	45	450	1.27	45	415	1.33
German	32	405	0.94	32	435	0.84	32	435	1.19	32	445	1.38	32	420	1.59
Greek	Merged into Classical Languages			8	385	0.25	8	465	0.25	8	445	0.75	8	405	0.63
History#	44	485	2.80	40	515*	3.00	40	495*	2.68	40	505	3.48	40	530*	3.73
History of Art & Architecture	40	440	1.50	40	440	1.50	40	385*	1.58	40	430	1.68	40	425	1.88
Italian	30	385	2.00	30	375	0.77	30	360	0.87	30	425	0.87	30	425	1.20
Jewish & Islamic Civilisations	10	375*	1.20	10	390	1.10	10	395	0.80	10	415	1.00	10	405	0.80
Latin	Merged into Classical Languages			10	n/a	0.10	10	555	0.60	10	525	0.50	10	435	0.80
Mathematics	25	515	1.84	25	555*	2.40	25	545*	2.00	25	545	2.64	25	540	3.12
Modern Irish	30	415	0.87	30	390	0.87	30	415	0.87	30	425	1.37	30	410	1.13
Music	20	***435	1.40	20	415	1.45	20	415	1.45	20	450	1.50	10	***535	2.40
Philosophy	43	475	1.77	43	435	1.60	43	430*	1.86	43	450	1.88	43	440	2.09
Psychology	17	570*	4.71	17	575*	6.65	17	570*	5.35	17	580	7.18	17	580	7.71
Russian	36	400*	0.36	36	410	0.39	36	410	0.42	36	435	0.53	36	430*	0.58
Sociology	59	420*	1.17	59	460*	1.27	59	440	1.25	59	445	1.78	59	415	1.07
Spanish	41	405	1.56	41	475*	1.29	41	450*	1.51	41	415	1.68	41	475	1.83
World Religions & Theology	24	355	0.83	24	420	1.00	24	385	0.96	24	400	0.92	24	390*	0.71

Quota changed as part of the strategic planning process.

^^ The points shown are the minimum for the subject but not for all combinations

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

***Entrance test/Interview required

Figure A4: TCD Eligible CAO 1st Preferences & Registered CAO students 2016-12.

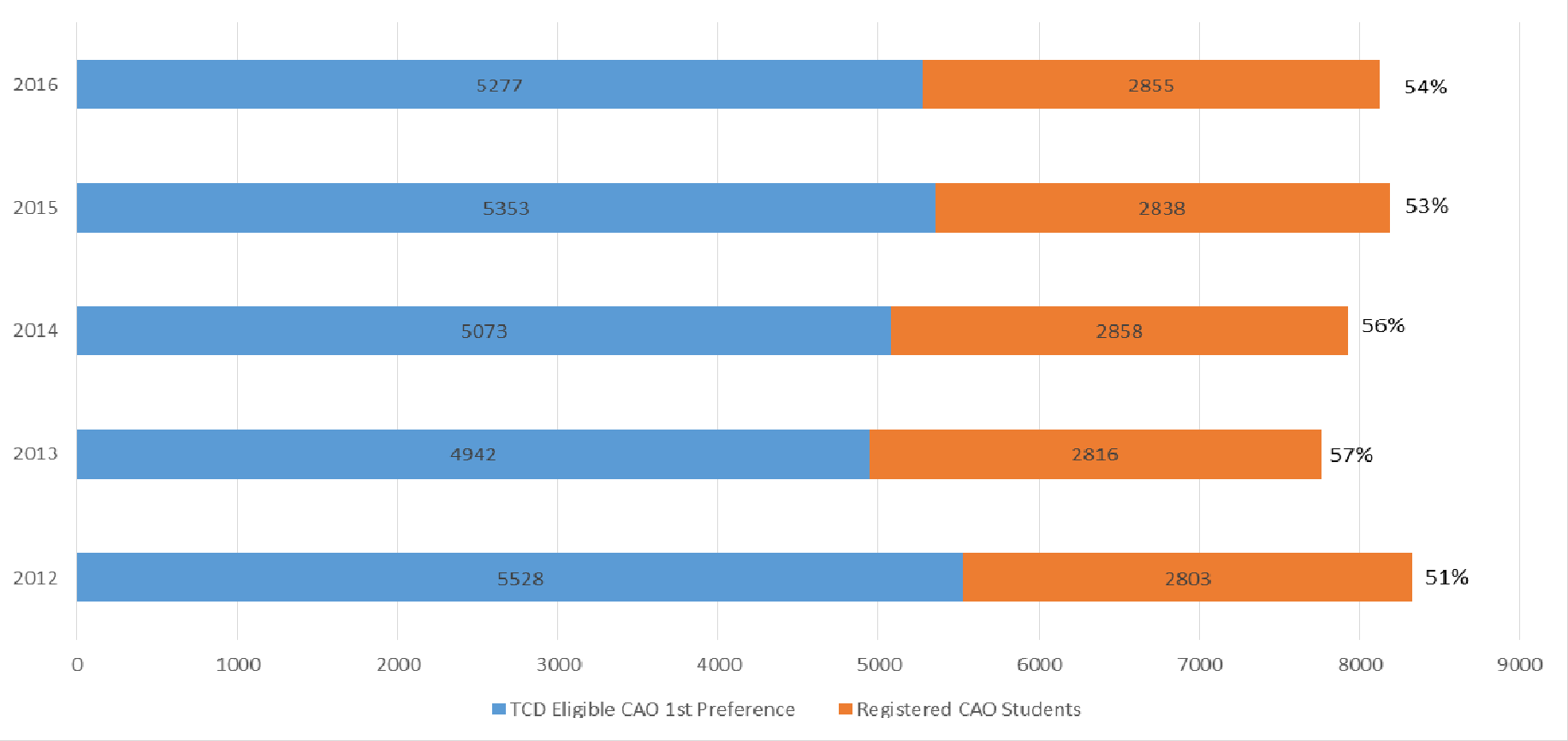


Table A4: Total Undergraduate Year 1 Registrations 2016 – 2012

Faculty	Course Group	2016-17			2015-16			2014-15			2013-14			2012-13		
		EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total	EU	NonEU	Total
AHSS	UG	973	66	1039	968	47	1015	964	45	1009	966	44	1010	977	30	1007
	UG Validated	20	1	21	8		8	49		49	50	1	51	32		32
	UG Visiting	360	379	739	330	337	667	350	306	656	342	333	675	299	250	549
	Total	1353	446	1799	1306	384	1690	1363	351	1714	1358	378	1736	1308	280	1588
EMS	UG	827	25	852	840	31	871	885	35	920	825	32	857	829	14	843
	UG Visiting	89	6	95	96	113	209	83	91	174	95	70	165	75	14	89
	Total	916	31	947	936	144	1080	968	126	1094	920	102	1022	904	28	932
HS	UG	703	79	782	724	79	803	702	76	778	699	71	770	704	63	767
	Total	703	79	782	724	79	803	702	76	778	699	71	770	704	63	767
Multi Facu	UG	414	25	439	409	18	427	419	18	437	429	14	443	430	14	444
	UG Visiting	2	90	92	35	74	109	1	71	72	1	35	36	2	32	34
	Total	416	115	531	444	92	536	420	89	509	430	49	479	432	46	478
Grand Total	3388	671	4059	3410	699	4109	3453	642	4095	3407	600	4007	3348	417	3765	

Table A5 (a) Profile of undergraduate new entrants by key access criteria per Faculty 2016/17**Profile of undergraduate new entrants by key access criteria per faculty 2016/17**

Category of Student	FAHSS	FEMS	FHS	MF	Totals
HEAR (Socio-economically disadvantaged)	96	69	79	7	251
Mature students	57	23	89	22	191
DARE (students with a disability)	47	28	64	138	277
Totals for Alternative Entry Routes	200	120	232	167	719
Total CAO Entrants 2016/17	917	812	622	504	2855
Total as a % of Faculty new entrants - CAO	21.8%	14.8%	37.3%	33.1%	25.2%

Analysis of new entrants registered with the Disability Service by Faculty 2016/17*

Category of Student	FAHSS	FEMS	FHS	MF	Totals
Specific Learning Difficulty	23	13	25	48	109
Non Specific Learning Difficulty	91	31	60	158	340
Totals	114	44	85	206	449
Total CAO Entrants	917	812	622	504	2855
Total as a % of Faculty new entrants - CAO	12.4%	5.4%	13.7%	40.9%	15.7%

* There is no close of registration date, students may register all year round. Students may disclose a disability later, and some students acquire a disability whilst at College.

Table A6 Number of students admitted to Trinity through Trinity Access Programmes 2016-2014

Entry Route	2016	2015	2014
HEAR – Full Points	52	50	50
HEAR – Concession on points	148	125	129
HEAR / DARE / FETAC / AFS*	11	13	11
Foundation Course – Mature Students	17	16	17
Foundation Course – Young Adults	20	27	27
CDVEC Colleges:			
- Liberties Liberal Arts	14	13	3
- Pearse College	3	3	3
- Plunket College	3	6	9
- Rathmines	0	3	2
Referral	0	0	1
Total	268	256	252
% Increase / Decrease on previous year	4.70%	1.60%	2.70%

Table A7 (a) Number of students admitted under the Mature Students Dispensation Scheme by Faculty

	2016	2015	2014	2013	2012
Number of applicants	717	764	766	916	860
Number of places offered	136	100	161	158	174
Numbers of students registered by Faculty	2016	2015	2014	2013	2012
Arts Humanities & Social Sciences	57	49	65	68	77
Engineering Mathematics & Science	23	15	23	22	27
Health Sciences	25	25	29	31	30
Multi-faculty	22	20	23	21	24
Total students registered	127	109	140	142	158

Table A7 (b) Number of mature student applications, offers, and students registered in Nursing & Midwifery 2016 – 2012

	2016	2015	2014	2013	2012
Number of applications	1,981	1,770	2,048	2,114	2,121
Number of places offered	88	92	126	115	96
Total students registered	64	79	79	76	74
Overall Percentage	76%	86%	63%	66%	77%

Table A8: Trinity Admissions Feasibility Study 2016-2015

Course	2016	2015
Ancient and Medieval History and Culture (AMHC)	4	4
History	10	7
Law	10	10
TOTAL	24	21

Table A9: Northern Ireland Feasibility Study applicants, offers and acceptances, 2016 and 2015

Year	Offers	Applications	Acceptances
2016	928	225 (standard)	79 (35%)
		48 (Feasibility Study)	23 (48%)
		Total 273	Total 102 (37%)
2015	754	176 (standard)	74 (42%)
		68 (Feasibility Study)	33 (49%)
		Total 244	Total 107 (44%)

Table A10: Study Group International Entrants and Progression to Trinity, 2016/17 – 2013/14

Foundation Course (TCD)	No. of students	No. of students who entered TCD
2016/17	22	16
2015/16	24	16
2014/15	24	23
2013/14	26	26

Table A10(b): Study Group International students registered in Trinity in 2016/17 - 2013/14

Course	2016/17	2015/16	2014/15	2013/14
Business Economic & Social Studies	5	2	7	7
Business Studies	5	0	0	0
Chemistry with Molecular Modelling	0	0	0	0
Computer Science	1	4	5	3
Dental Science	1	1	0	0
Earth Sciences	0	0	0	1
Engineering	0	2	3	4
Engineering with Management	0	0	3	0
Human Genetics	1	0	1	1
Medicinal Chemistry	0	0	1	0
MSISS	1	0	0	1
Nanoscience Physics & Chemistry of Advanced Materials	0	1	0	1
Pharmacy	0	2	0	5
PPES	0	0	1	0
Science	2	3	2	3
Theoretical Physics	0	1	0	0
Total	16	16	23	26

Table A11: Number of IFP students expected to progress to degree programmes in Trinity in 2017/18

Course	Number of Students
BESS	2
Computer Science	1
Dental Science	2
Engineering	2
Global Business	2
Law *	1
Medicinal Chemistry	1
Medicine	4
Pharmacy	1
Science	1
Total	17

Table A12: Total number of applications: direct entry courses 2016, 2015, 2014

Direct Entry and Level 7 Applications	2016					2015					2014				
	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level	Total No of Applications	Quota	Ratio of Applications to Quota	Number of Registered Students	Cut-off points level
Acting-The Lir **	386	16	24.1	16		288	16	18.0	16		300	16	18.8	16	
Stage Management and Technical Theatre**	45	20	2.3	12		24	15	1.6	17		25	15	1.7	15	
Diploma in Information Systems	Discontinued					46	15	18.0	17		49	15	3.3	31	
ERASMUS One Year Students	292			271		246			223		232			222	
ERASMUS One Term Students	240			203		243			220		217			201	
Semester Start Up Programme (MT and HT)	223			186		227			187		196			166	
Diploma in European Painting	44	25	1.8	22		47	25	1.9	30		38	25	1.5	22	
Diploma Course in Dental Nursing^	921	25	36.8	23	360*	1024	25	41.0	25	355*	1153	25	46.1	22	355*
Degree in Dental Technology^	196	6	32.7	6	375	208	5	41.6	5	385	282	6	47.0	8	385
Diploma in Dental Hygiene^	327	8	40.9	8	420	341	8	42.6	10	415*	286	8	35.8	10	415*
TAP - Foundation course for Higher Education - Mature Students	85	25	3.4	20		282	25	11.3	25		142	25	5.7	25	
TAP - Foundation course for Higher Education - Young Adults	225	25	9.0	28		236	25	9.4	25		256	25	10.2	25	
Non-EU: Medicine	765	55	13.9	57		1024	55	18.6	54		676	55	12.3	53	
Dental Science	213	16	13.3	16		326	16	20.4	16		192	16	12.0	8	
Other Full Degree	792			148		430			104		381			116	
One Year Visiting Students (EU)	11			6		14			9		10			7	
One Term Students (EU)	7			4		9			3		6			4	
One Year Visiting Students (Non EU)	48			36		66			56		58			48	
One Term Students (Non EU) #	483			442		429			360		391			330	
Science Without Borders (One Year)	N/a			N/a		306			105		234			90	
Total	5303			1504		5816			1507		5124			1419	

**Applications are made directly to The Lir National Academy of Dramatic Art. Successful students register with Trinity College Dublin.

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

* Random selection

249 applications for Michaelmas Term and 234 for Hilary Term

Table A13: Number of Singapore IT students registered in TCD 2016, 2015, 2014

Course	2016	2015	2014
Diagnostic Radiography	25	20	28
Occupational Therapy	40	30	28
Physiotherapy	75	57	72
Radiation Therapy	-	4	7
Total	140	111	135

Figure A5: Entrance Exhibition 2016/17

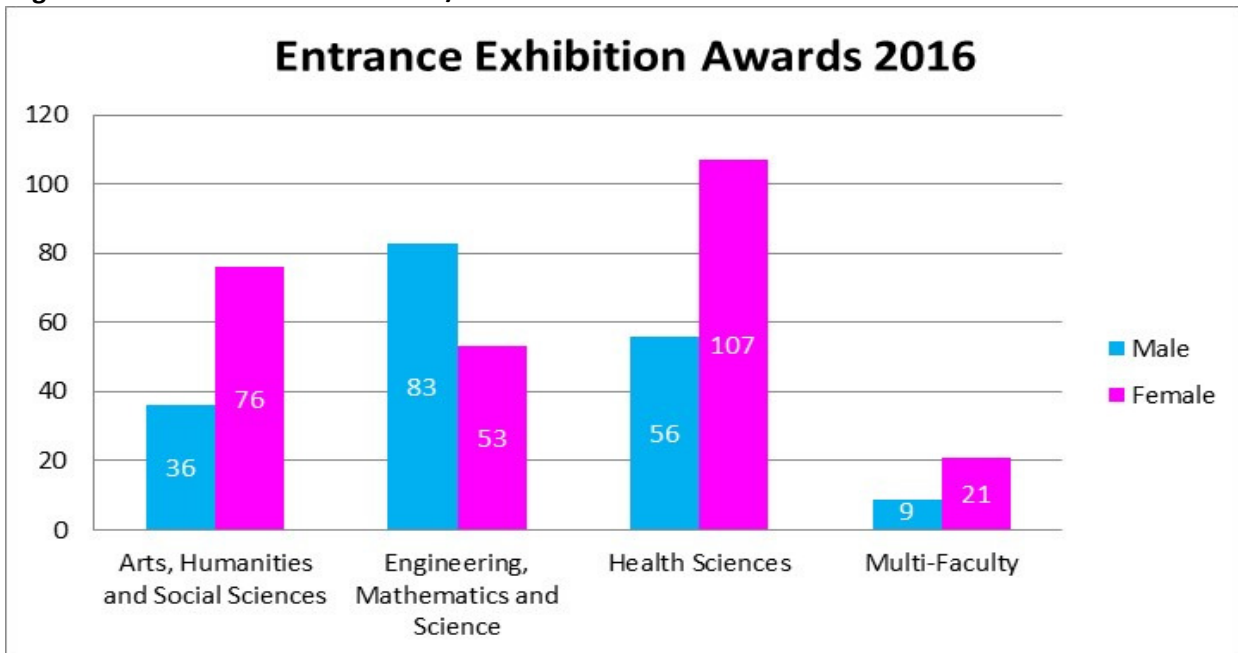


Table A14(a): Study Abroad - Inbound, 2016/17

Study Abroad Registrations	2016/17	2015/16
Visiting NonEU	478	411*
ERASMUS	474	467

* Excludes 104 Science without Borders

Table A14(b): ERASMUS Outbound, 2016/17

ERASMUS OUTBOUND	2016/17	2015/16
Applications	451	481
Students who took up offer	323	370
Students who did not take up offer	128	111

Table A14(c): ERASMUS Inbound by Country of Origin, 2016/17

Erasmus Inbound	Country Breakdown 2016/17
FRANCE	174
AUSTRALIA	1
CZECH REPUBLIC	4
SPAIN	49
GERMANY	96
THE NETHERLANDS	24
SWEDEN	14
UNITED KINGDOM	14
ITALY	22
AUSTRIA	18
FINLAND	11
SWITZERLAND	11
SLOVAKIA	1
HUNGARY	2
MOROCCO	1
SERBIA	1
MALTA	3
NORWAY	2
BELGIUM	14
DENMARK	4
INDIA	2
PAKISTAN	1
UKRAINE	2
CANADA	1
POLAND	2
	474

Table A14(): NonVisiting Inbound by Country of Origin, 2016/17

NON EU VISITING INBOUND	Country Breakdown 2016/17
AUSTRALIA	31
UNITED STATES OF AMERICA	366
CHINA	21
JAPAN	2
CANADA	27
SINGAPORE	7
HONG KONG	14
NEW CALEDONIA	1
RUSSIAN FEDERATION	6
BRAZIL	2
MEXICO	1
	478

Figure A6(a)(b)(c) PGT Applications, Offers and Registration 2016/2017 with 2012/2013 comparison at Faculty Level

PGT Applications 2016/2017

Faculty	School	EU	Non-EU	Grand Total
Faculty of Arts, Humanities and Social Sciences	AHSS, Business	455	695	1150
	AHSS, Creative Arts (Drama, Film and Music)	56	42	98
	AHSS, Education	514	80	594
	AHSS, English	76	108	184
	AHSS, Histories and Humanities	84	83	167
	AHSS, Languages, Literatures and Cultural Studies	34	57	91
	AHSS, Linguistic, Speech and Communication Sciences	59	84	143
	AHSS, Law	178	101	279
	AHSS, Psychology	261	80	341
	AHSS, Religions, Peace Studies and Theology	78	72	150
	AHSS, Social Sciences and Philosophy	159	157	316
	AHSS, Social Work and Social Policy	186	35	221
	Faculty of Arts, Humanities and Social Sciences Total		2140	1594
Faculty of Engineering, Maths and Science	EMS, Biochemistry and Immunology	38	30	68
	EMS, Computer Science and Statistics	196	223	419
	EMS, Engineering	299	75	374
	EMS, Mathematics	20	12	32
	EMS, Natural Sciences	64	64	128
Faculty of Engineering, Maths and Science Total		617	404	1021
Faculty of Health Sciences	HS, Dental Science	5	1	6
	HS, Medicine	292	168	460
	HS, Nursing and Midwifery	296	28	324
	HS, Pharmacy and Pharmaceutical Sciences	54	50	104
Faculty of Health Sciences Total		647	247	894
Multi Faculty	TCD, Innovation Academy	35		35
Multi Faculty Total		35		35
		3439	2245	5684
Grand Total		3439	2245	5684

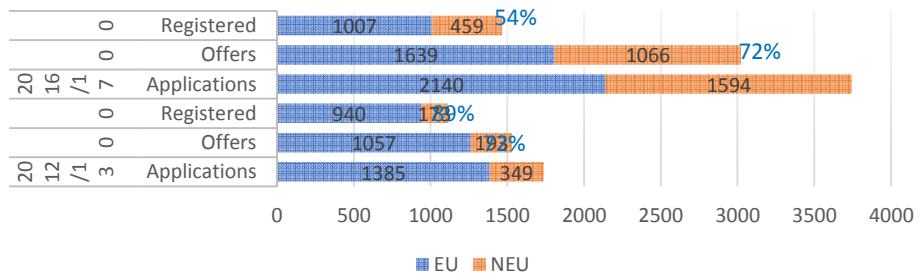
PGT Offers 2016/2017

Faculty	School	EU	Non-EU	Grand Total
Faculty of Arts, Humanities and Social Sciences	AHSS, Business	400	522	922
	AHSS, Creative Arts (Drama, Film and Music)	37	19	56
	AHSS, Education	415	26	441
	AHSS, English	39	50	89
	AHSS, Histories and Humanities	70	62	132
	AHSS, Languages, Literatures and Cultural Studies	28	46	74
	AHSS, Linguistic, Speech and Communication Sciences	53	60	113
	AHSS, Law	133	66	199
	AHSS, Psychology	151	45	196
	AHSS, Religions, Peace Studies and Theology	75	63	138
	AHSS, Social Sciences and Philosophy	102	88	190
	AHSS, Social Work and Social Policy	136	19	155
	Faculty of Arts, Humanities and Social Sciences Total		1639	1066
Faculty of Engineering, Maths and Science	MS, Biochemistry and Immunology	28	18	46
	EMS, Computer Science and Statistics	165	95	260
	EMS, Engineering	255	35	290
	EMS, Mathematics	16	7	23
	EMS, Natural Sciences	51	51	102
Faculty of Engineering, Maths and Science Total		515	206	721
Faculty of Health Sciences	HS, Medicine	206	78	284
	HS, Nursing and Midwifery	264	16	280
	HS, Pharmacy and Pharmaceutical Sciences	47	29	76
Faculty of Health Sciences Total		517	123	640
Multi Faculty	TCD, Innovation Academy	35		35
Multi Faculty Total		35		35
Grand Total		2706	1395	4101

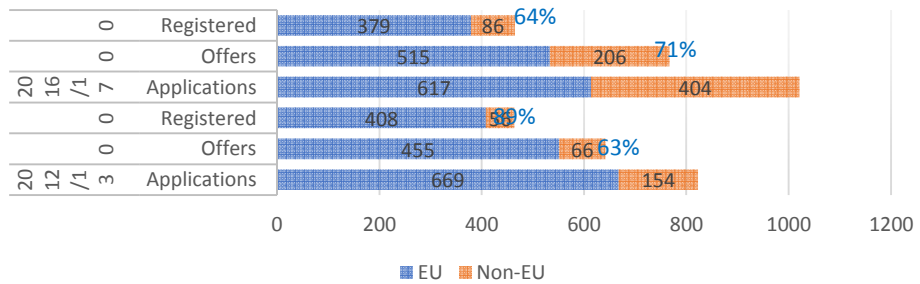
PGT Registration Year 1 2016/2017

Faculty	School	EU	NEU	Grand Total
Faculty of Arts, Humanities and Social Sciences	AHSS, Business	222	233	455
	AHSS, Creative Arts (Drama, Film and Music)	25	15	40
	AHSS, Education	295	18	313
	AHSS, English	24	22	46
	AHSS, Histories and Humanities	52	29	81
	AHSS, Languages, Literatures and Cultural Studies	16	25	41
	AHSS, Law	70	22	92
	AHSS, Linguistic, Speech and Communication Sciences	25	20	45
	AHSS, Psychology	71	17	88
	AHSS, Religions, Peace Studies and Theology	55	31	86
	AHSS, Social Sciences and Philosophy	49	20	69
	AHSS, Social Work and Social Policy	103	7	110
	Faculty of Arts, Humanities and Social Sciences Total		1007	459
Faculty of Engineering, Maths and Science	EMS, Biochemistry and Immunology	20	5	25
	EMS, Computer Science and Statistics	126	47	173
	EMS, Engineering	194	10	204
	EMS, Mathematics	9	2	11
	EMS, Natural Sciences	30	22	52
Faculty of Engineering, Maths and Science Total		379	86	465
Faculty of Health Sciences	HS, Medicine	150	36	186
	HS, Nursing and Midwifery	220	10	230
	HS, Pharmacy and Pharmaceutical Sciences	41	13	54
Faculty of Health Sciences Total		411	59	470
Multi Faculty	TCD, Innovation Academy	35		35
	TCD, Multi-Faculty Multi-School	2		2
Multi Faculty Total		37		37
Grand Total		1834	604	2438

PGT FACULTY OF ARTS, HUMANITIES & SOCIAL SCIENCES



PGT FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE



PGT FACULTY OF HEALTH SCIENCES

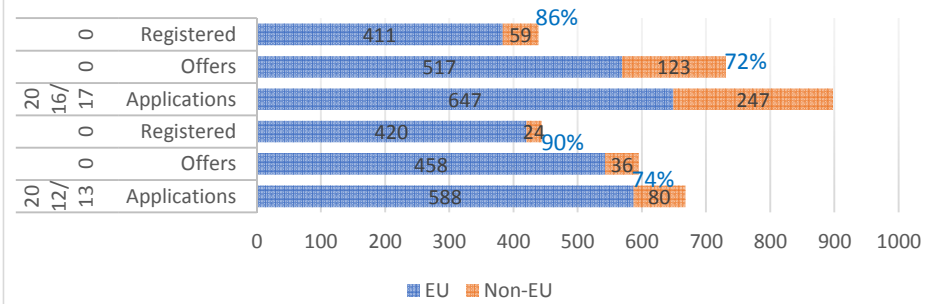


Figure A7 (a)(b)(c) PGR Applications, Offers and Registration 2016/2017 with 2012/2013 comparison at Faculty Level

PGR Applications 2016/17

Faculty	School	EU	Non-EU	Grand Total
Faculty of Arts, Humanities and Social Sciences	AHS-BU (AHSS, Business)	17	30	47
	AHS-DM (AHSS, Creative Arts (Drama, Film and Music))	5	4	9
	AHS-ED (AHSS, Education)	16	10	26
	AHS-EN (AHSS, English)	9	12	21
	AHS-HH (AHSS, Histories and Humanities)	35	12	47
	AHS-LL (AHSS, Languages, Literatures and Cultural Studies)	10	5	15
	AHS-LS (AHSS, Linguistic, Speech and Communication Sciences)	7	7	14
	AHS-LW (AHSS, Law)	16	12	28
	AHS-PS (AHSS, Psychology)	205	57	262
	AHS-RE (AHSS, Religions, Peace Studies and Theology)	10	12	22
	AHS-SP (AHSS, Social Sciences and Philosophy)	51	53	104
	AHS-SW (AHSS, Social Work and Social Policy)	6	5	11
	Faculty of Arts, Humanities and Social Sciences Total		387	219
Faculty of Engineering, Maths and Science	EMS-BI (EMS, Biochemistry and Immunology)	20	8	28
	EMS-CH (EMS, Chemistry)	23	3	26
	EMS-CS (EMS, Computer Science and Statistics)	20	31	51
	EMS-EG (EMS, Engineering)	33	23	56
	EMS-GM (EMS, Genetics and Microbiology)	10	4	14
	EMS-MA (EMS, Mathematics)	2	3	5
	EMS-NS (EMS, Natural Sciences)	16	8	24
	EMS-PY (EMS, Physics)	13	3	16
Faculty of Engineering, Maths and Science Total		137	83	220
Faculty of Health Sciences	HSC-DE (HS, Dental Science)	17	35	52
	HSC-MD (HS, Medicine)	66	14	80
	HSC-NM (HS, Nursing and Midwifery)	22	6	28
	HSC-PH (HS, Pharmacy and Pharmaceutical Sciences)	4	10	14
Faculty of Health Sciences Total		109	65	174
Grand Total		633	367	1000

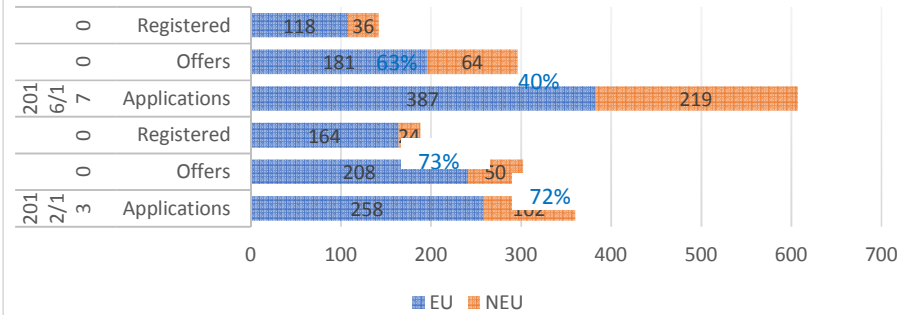
PGR Offers 2016/17

Faculty	School	EU	Non-EU	Grand Total
Faculty of Arts, Humanities and Social Sciences	AHS-BU (AHSS, Business)	12	3	15
	AHS-DM (AHSS, Creative Arts (Drama, Film and Music))	4	1	5
	AHS-ED (AHSS, Education)	13	5	18
	AHS-EN (AHSS, English)	5	6	11
	AHS-HH (AHSS, Histories and Humanities)	29	7	36
	AHS-LL (AHSS, Languages, Literatures and Cultural Studies)	9	3	12
	AHS-LS (AHSS, Linguistic, Speech and Communication Sciences)	5	5	10
	AHS-LW (AHSS, Law)	15	5	20
	AHS-PS (AHSS, Psychology)	53	10	63
	AHS-RE (AHSS, Religions, Peace Studies and Theology)	5	7	12
	AHS-SP (AHSS, Social Sciences and Philosophy)	26	8	34
	AHS-SW (AHSS, Social Work and Social Policy)	5	4	9
	Faculty of Arts, Humanities and Social Sciences Total		181	64
Faculty of Engineering, Maths and Science	EMS-BI (EMS, Biochemistry and Immunology)	18	8	26
	EMS-CH (EMS, Chemistry)	22	3	25
	EMS-CS (EMS, Computer Science and Statistics)	19	22	41
	EMS-EG (EMS, Engineering)	29	14	43
	EMS-GM (EMS, Genetics and Microbiology)	9		9
	EMS-MA (EMS, Mathematics)	1	2	3
	EMS-NS (EMS, Natural Sciences)	15	5	20
	EMS-PY (EMS, Physics)	12	3	15
Faculty of Engineering, Maths and Science Total		125	57	182
Faculty of Health Sciences	HSC-DE (HS, Dental Science)	10	3	13
	HSC-MD (HS, Medicine)	59	3	62
	HSC-NM (HS, Nursing and Midwifery)	20	6	26
	HSC-PH (HS, Pharmacy and Pharmaceutical Sciences)	4	4	8
Faculty of Health Sciences Total		93	16	109
Grand Total		399	137	536

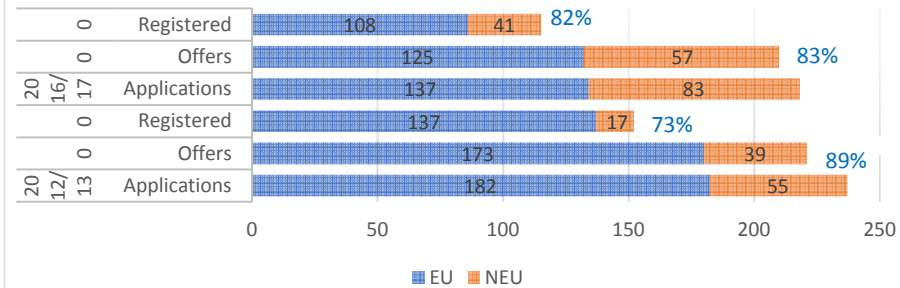
PGR Registration 2016/17

Faculty	School	EU	Non-EU	Grand Total
Faculty of Arts, Humanities and Social Sciences	AHSS, Business	9	1	10
	AHSS, Creative Arts (Drama, Film and Music)	2	2	4
	AHSS, Education	11	3	14
	AHSS, English	3	2	5
	AHSS, Histories and Humanities	14	3	17
	AHSS, Languages, Literatures and Cultural Studies	8	1	9
	AHSS, Law	4	3	7
	AHSS, Linguistic, Speech and Communication Sciences	5	3	8
	AHSS, Psychology	37	4	41
	AHSS, Religions, Peace Studies and Theology	4	7	11
Faculty of Arts, Humanities and Social Sciences	AHSS, Social Sciences and Philosophy	16	5	21
	AHSS, Social Work and Social Policy	5	2	7
Faculty of Arts, Humanities and Social Sciences Total		118	36	154
Faculty of Engineering, Maths and Science	EMS, Biochemistry and Immunology	8	4	12
	EMS, Chemistry	23	2	25
	EMS, Computer Science and Statistics	15	15	30
	EMS, Engineering	22	10	32
	EMS, Genetics and Microbiology	8	1	9
	EMS, Mathematics	1	1	2
	EMS, Natural Sciences	20	6	26
	EMS, Physics	11	2	13
Faculty of Engineering, Maths and Science Total		108	41	149
Faculty of Health Sciences	HS, Dental Science	7	3	10
	HS, Medicine	53	6	59
	HS, Nursing and Midwifery	14	2	16
	HS, Pharmacy and Pharmaceutical Sciences	4	2	6
Faculty of Health Sciences Total		78	13	91
Grand Total		304	90	394

PGR FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES



PGR FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE



PGR FACULTY OF HEALTH SCIENCES

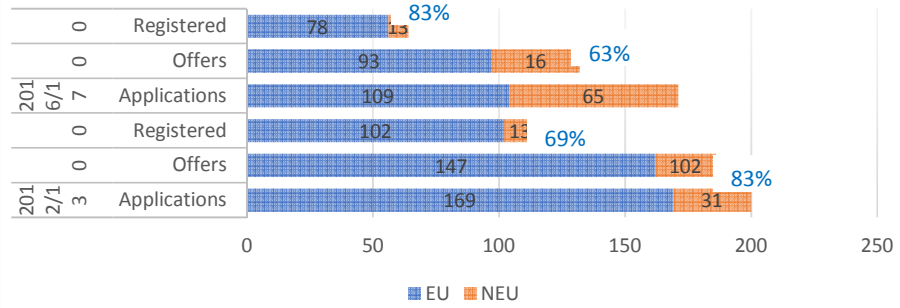


Table A15: Postgraduate Scholarships awarded by Faculty, 2016/17

Faculty	Number of Schools	Bursaries Available	Bursaries Used
AHSS	12	25	23
EMS	9	29	28
HS	4	11	10
Totals		65	61

Table A16 Total number of CAO applicants and 1st preferences to all Universities, DIT and Other ITs, College of Education and private colleges (all preferences) 2016, 2015, 2014

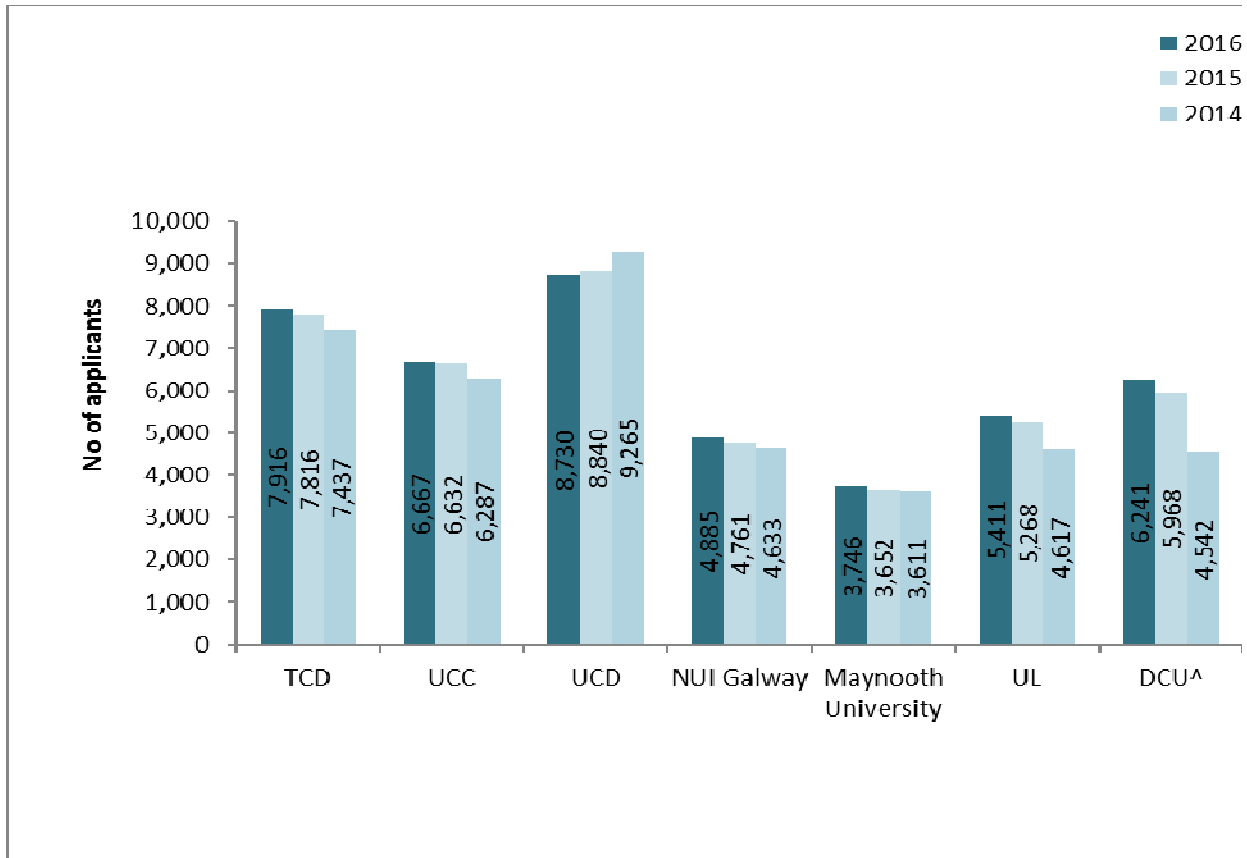
Institution	2016		2015		2014	
	All applicants	1 st Pref.	All applicants	1 st Pref.	All applicants	1 st Pref.
TCD	18,518	7,916	18,169	7,816	17,795	7,437
UCC	16,658	6,667	16,646	6,632	16,521	6,287
UCD	24,784	8,730	24,803	8,840	25,507	9,265
NUI Galway	16,410	4,885	16,140	4,761	16,231	4,633
Maynooth University	14,257	3,746	14,256	3,652	14,427	3,611
UL	15,763	5,411	15,664	5,268	14,823	4,617
DCU [^]	21,223	6,241	20,734	5,968	18,109	4,542
Total	127,613	43,596	126,412	42,937	123,413	40,392
Dublin Institute of Technology	19,511	5,235	19,742	5,299	20,526	5,504
Other Institutes of Technology (ITs)	63,602	17,698	65,139	17,916	64,465	17,624
National College of Art and Design	769	403	883	492	870	537
Colleges of Education [^]	8,041	2,037	7,877	1,969	12,603	3,232
Private and other Colleges ^{**}	14,451	2,801	10,951	1,814	11,596	1,929

Source: Central Applications Office

[^] 2014 and 2015 data is not directly comparable as St. Patrick's College Drumcondra and Mater Dei were incorporated into DCU in 2015.

^{**} This category includes colleges with some courses eligible for the government undergraduate fee remission scheme.

Figure A8 Total number of First Preferences applications to Universities 2016, 2015, 2014



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Table A17 Ratio of total and eligible CAO applications to quota for 2016, 2015, 2014

Course	2016					2015					2014				
	Total No of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total No of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total No of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Arts, Humanities and Social Sciences															
Ancient & Medieval History and Culture	170	16	10.6	117	7.3	178	15	11.9	122	8.1	199	15	13.3	137	9.1
Business (New in 2016)	1364	25	54.6	1129	45.2										
Business Studies & French	312	15	20.8	236	15.7	339	15	22.6	263	17.5	258	15	17.2	190	12.7
Business Studies & German	192	15	12.8	151	10.1	200	15	13.3	145	9.7	195	15	13.0	146	9.7
Business Studies & Polish	47	5	9.4	26	5.2	27	5	5.4	20	4.0	19	5	3.8	7	1.4
Business Studies & Russian	105	7	15.0	60	8.6	67	7	9.6	42	6.0	72	7	10.3	36	5.1
Business Studies & Spanish	243	10	24.3	181	18.1	208	10	20.8	156	15.6	230	10	23.0	167	16.7
Business, Economic & Social Studies	2158	236	9.1	1806	7.7	2250	236	9.5	1897	8.0	1807	236	7.7	1525	6.5
Catholic Theological Studies (New in 2013)	42	15	2.8	27	1.8	52	15	3.5	35	2.3	51	15	3.4	31	2.1
Classics	149	15	9.9	96	6.4	79	15	5.3	12	0.8	92	15	6.1	14	0.9
Clinical Speech & Language Studies	385	34	11.3	312	9.2	321	34	9.4	284	8.4	351	34	10.3	290	8.5
Deaf Studies	140	20	7.0	84	4.2	166	20	8.3	103	5.2	236	20	11.8	148	7.4
Drama & Theatre Studies^^	148	17	8.7	30	1.8	162	17	9.5	43	2.5	133	17	7.8	43	2.5
Early & Modern Irish	53	15	3.5	42	2.8	50	15	3.3	44	2.9	64	15	4.3	47	3.1
English Studies	563	40	14.1	432	10.8	511	40	12.8	384	9.6	521	40	13.0	396	9.9
European Studies	427	45	9.5	297	6.6	414	45	9.2	386	8.6	328	45	7.3	235	5.2
History	564	39	14.5	438	11.2	538	38	14.2	407	10.7	523	38	13.8	396	10.4
History & Political Science	532	24	22.2	398	16.6	451	24	18.8	326	13.6	365	24	15.2	256	10.7
Irish Studies	Course Discontinued					77	20	3.9	58	2.9	97	20	4.9	74	3.7
Law	1009	90	11.2	816	9.1	1110	90	12.3	894	9.9	897	90	10.0	732	8.1
Law & Business	475	25	19.0	354	14.2	505	25	20.2	392	15.7	423	25	16.9	337	13.5
Law & French	197	15	13.1	151	10.1	231	15	15.4	192	12.8	178	15	11.9	150	10.0
Law & German	113	15	7.5	86	5.7	153	15	10.2	122	8.1	120	15	8.0	96	6.4
Law & Political Science	415	20	20.8	303	15.2	366	20	18.3	281	14.1	265	20	13.3	189	9.5
Music ^	161	15	10.7	59	3.9	138	15	9.2	43	2.9	159	15	10.6	60	4.0
Music Education*	85	10	8.5	26	2.6	70	15	4.7	21	1.4	70	10	7.0	23	2.3
Philosophy	359	20	18.0	251	12.6	355	20	17.8	255	12.8	272	20	13.6	183	9.2
Philosophy, Political Sc., Economics & Sociology	612	34	18.0	420	12.4	544	34	16.0	386	11.4	421	34	12.4	277	8.1
Psychology	831	31	26.8	496	16.0	882	31	28.5	539	17.4	839	31	27.1	525	16.9
Social Studies	706	45	15.7	338	7.5	769	45	17.1	387	8.6	811	45	18.0	398	8.8
Sociology & Social Policy	436	28	15.6	313	11.2	458	28	16.4	305	10.9	429	28	15.3	293	10.5
World Religions and Theology^	133	15	8.9	89	5.9	131	15	8.7	90	6.0	147	15	9.8	95	6.3
Total	13126	956	13.7	9564	10.0	11802	954	12.4	8634	9.1	10572	949	11.1	7496	7.9

	2016					2015					2014				
	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Engineering, Mathematics and Science															
Chemistry with Molecular Modelling	174	5	34.8	134	26.8	162	5	32.4	117	23.4	168	5	33.6	121	24.2
Computer Science^^ #(Integrated)	992	100	9.9	606	6.1	1052	80	13.2	625	7.8	1000	100	10.0	584	5.8
Earth Sciences ^^	260	19	13.7	186	9.8	259	19	13.6	194	10.2	216	19	11.4	169	8.9
Engineering with Management^^ (Integrated)	378	20	18.9	296	14.8	376	19	19.8	286	15.1	300	22	13.6	229	10.4
Engineering^^ #(Integrated)	1576	165	9.6	1174	7.1	1590	165	9.6	1205	7.3	1456	175	8.3	1123	6.4
Human Genetics	303	15	20.2	215	14.3	370	15	24.7	274	18.3	390	15	26.0	296	19.7
Management Science and Information Systems Studies#^^	256	27	9.5	214	7.9	307	27	11.4	251	9.3	302	35	8.6	246	7.0
Mathematics	460	30	15.3	380	12.7	456	30	15.2	372	12.4	389	30	13.0	334	11.1
Medicinal Chemistry	498	28	17.8	431	15.4	441	28	15.8	364	13.0	463	28	16.5	396	14.1
Nanoscience,Physics & Chemistry of Advanced Materials ^ #	224	25	9.0	188	7.5	257	25	10.3	203	8.1	301	20	15.1	253	12.7
Science#	2911	340	8.6	2299	6.8	2900	340	8.5	2320	6.8	3102	332	9.3	2488	7.5
Theoretical Physics	304	40	7.6	230	5.8	351	40	8.8	258	6.5	377	40	9.4	285	7.1
Total	8336	814	10.2	6353	7.8	8521	793	10.7	6469	8.2	8464	821	10.3	6524	7.9

^^ Quota adjusted in 2014 as a result of the strategic planning process

#Quota adjusted in 2015 as a result of the strategic planning process

Course	2016					2015					2014				
	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Faculty of Health Sciences															
Dental Science	575	32	18.0	358	11.2	563	32	17.6	369	11.5	517	32	16.2	337	10.5
General Nursing	3098	139	22.3	1505	10.8	2741	139	19.7	1408	10.1	2964	139	21.3	1546	11.1
Integrated Childrens and General Nursing	908	20	45.4	494	24.7	825	20	41.3	485	24.3	898	20	44.9	527	26.4
Intellectual Disability Nursing	575	30	19.2	253	8.4	541	30	18.0	271	9.0	634	30	21.1	343	11.4
Medicine^^	1703	121	14.1	1074	8.9	1665	121	13.8	1068	8.8	1643	121	13.6	1051	8.7
Midwifery	1068	44	24.3	525	11.9	1015	40	25.4	535	13.4	1116	40	27.9	579	14.5
Occupational Therapy^^	560	40	14.0	426	10.7	666	45	14.8	536	11.9	615	45	13.7	482	10.7
Pharmacy	844	75	11.3	628	8.4	824	75	11.0	610	8.1	830	75	11.1	651	8.7
Physiotherapy	818	40	20.5	460	11.5	871	40	21.8	548	13.7	903	40	22.6	582	14.6
Mental Health Nursing	838	53	15.8	364	6.9	783	45	17.4	492	10.9	817	45	18.2	426	9.5
Radiation Therapy	408	30	13.6	328	10.9	367	30	12.2	311	10.4	382	30	12.7	331	11.0
Total	11395	624	18.3	6415	10.3	10861	617	17.6	6633	10.8	11319	617	18.3	6855	11.1

Course	2016					2015					2014				
	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota	Total Number of Applications (All preferences)	Quota	Ratio of Applications to quota	Eligible Applications	Ratio of Eligible Applications to quota
Multi Faculty															
Computer Science and Business^^	479	30	16.0	305	10.2	585	30	19.5	363	12.1	482	35	13.8	286	8.2
Computer Science and Language^^	233	20	11.7	127	6.4	196	20	9.8	116	5.8	142	20	7.1	89	4.5
Human Health & Disease	481	35	13.7	345	9.9	538	35	15.4	407	11.6	532	35	15.2	401	11.5
Political Science and Geography ^^	260	15	17.3	189	12.6	250	15	16.7	186	12.4	260	15	17.3	187	12.5
Two Subject Moderatorship Course^	6480	428	15.1	4616	10.8	6642	424	15.7	4773	11.3	5961	419	14.2	4343	10.4
Total	7933	528	15.0	5582	10.6	8211	524	15.7	5845	11.2	7377	524	14.1	5306	10.1
GRAND TOTAL	40790	2922	14.0	27914	9.6	39395	2888	13.6	27581	9.6	37732	2911	13.0	26181	9.0

^^ Quota adjusted in 2014 as a result of the strategic planning process

Table A18 Ratio of total and eligible CAO applications to quota for two-subject

Two-Subject Moderatorship Course	2016					2015					2014				
	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Eligible Applications	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Eligible Applications	Ratio of Eligible Applications to Quota	Total Number of Applications (All Preferences)	Quota	Ratio of Applications to Quota	Eligible Applications	Ratio of Eligible Applications to Quota
Ancient History & Archaeology	324	23	14.1	212	9.2	340	23	14.8	211	9.2	319	23	13.9	212	9.2
Catholic Theol. Studies	23	10	2.3	12	1.2	23	10	2.3	15	1.5					
Classical Civilisation	362	29	12.5	276	9.5	402	29	13.9	307	10.6	360	29	12.4	275	9.5
Classical Languages (New)	118	16	7.4	62	3.9										
Drama Studies	305	24	12.7	127	5.3	300	24	12.5	142	5.9	261	24	10.9	128	5.3
Early Irish	17	10	1.7	8	0.8	12	10	1.2	6	0.6	15	10	1.5	7	0.7
Economics	1062	43	24.7	848	19.7	1001	43	23.3	808	18.8	798	43	18.6	617	14.3
English Literature	1456	91	16.0	1043	11.5	1599	85	18.8	1113	13.1	1519	85	17.9	1106	13.0
Film Studies	665	30	22.2	425	14.2	708	30	23.6	442	14.7	580	30	19.3	370	12.3
French	959	84	11.4	694	8.3	1047	84	12.5	831	9.9	893	84	10.6	700	8.3
Geography	481	45	10.7	365	8.1	528	45	11.7	419	9.3	508	45	11.3	402	8.9
German	352	32	11.0	235	7.3	332	32	10.4	230	7.2	343	32	10.7	266	8.3
Greek	Greek and Latin merged in to Classical Languages in 2016					47	8	5.9	22	2.8	53	8	6.6	28	3.5
History	1019	44	23.2	792	18.0	1059	40	26.5	810	20.3	898	40	22.5	680	17.0
History of Art & Architecture	585	40	14.6	403	10.1	561	40	14.0	381	9.5	533	40	13.3	365	9.1
Italian	386	30	12.9	286	9.5	341	30	11.4	250	8.3	317	30	10.6	243	8.1
Jewish & Islamic Civilisations	134	10	13.4	84	8.4	112	10	11.2	73	7.3	89	10	8.9	60	6.0
Latin	Greek and Latin merged in to Classical Languages in 2016					62	10	6.2	35	3.5	84	10	8.4	45	4.5
Mathematics	368	25	14.7	275	11.0	383	25	15.3	293	11.7	311	25	12.4	242	9.7
Modern Irish	281	30	9.4	233	7.8	277	30	9.2	246	8.2	284	30	9.5	250	8.3
Music#	219	20	11.0	119	6.0	199	20	10.0	90	4.5	188	20	9.4	81	4.1
Philosophy	946	43	22.0	708	16.5	933	43	21.7	659	15.3	836	43	19.4	632	14.7
Psychology	636	17	37.4	385	22.6	760	17	44.7	473	27.8	650	17	38.2	431	25.4
Russian	189	36	5.3	93	2.6	110	36	3.1	69	1.9	145	36	4.0	91	2.5
Sociology	1123	59	19.0	842	14.3	1201	59	20.4	933	15.8	1041	59	17.6	767	13.0
Spanish	665	41	16.2	517	12.6	640	41	15.6	488	11.9	592	41	14.4	474	11.6
World Religions & Theology	285	24	11.9	188	7.8	307	24	12.8	200	8.3	305	24	12.7	214	8.9
Total	12960	856	15.1	9232	10.8	13284	848	15.7	9546	11.3	11922	838	14.2	8686	10.4

Table A19 CAO first preference applications: quotas, points, number registered 2016, 2015, 2014

Course	2016								Quota	Number of first pref applicants
	Quota	Number of first pref applicants	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 30.11.16	Total Eligible 1st Pref Applicant	Ratio of Eligible 1st pref applcns to quota		
Faculty of Arts & Humanities and Social Sciences										
Ancient & Medieval History and Culture#	16	18	1.1	395*	1.1	16	13	0.8	15	24
Business (New in 2016)	25	194	7.8	535	7.8	25	141	5.6		
Business, Economic & Social Studies	236	572	2.4	510*	2.4	236	446	1.9	236	572
Business Studies & French	15	38	2.5	525	2.5	15	25	1.7	15	62
Business Studies & German	15	21	1.4	495*	1.3	16	14	0.9	15	20
Business Studies & Polish	5	5	1.0	415*	1.0	5	3	0.6	5	0
Business Studies & Russian	7	14	2.0	450	2.0	7	10	1.4	7	14
Business Studies & Spanish	10	38	3.8	515*	3.5	11	30	3.0	10	43
Catholic Theological Studies	15	10	0.7	330	2.5	4	6	0.4	15	9
Classics	15	21	1.4	360	1.8	12	13	0.9	15	14
Clinical Speech & Language Studies	34	105	3.1	520*	3.1	34	82	2.4	34	83
Deaf Studies	20	27	1.4	335	2.3	12	13	0.7	20	41
Drama & Theatre Studies	17	39	2.3	**425	2.8	14	11	0.6	17	50
Early & Modern Irish	15	4	0.3	375	4.0	1	2	0.1	15	3
English Studies	40	123	3.1	515	3.3	37	93	2.3	40	112
European Studies	45	125	2.8	535	2.7	46	93	2.1	45	125
History#	39	87	2.2	495	2.2	40	60	1.5	38	83
History & Political Science	24	104	4.3	535*	4.2	25	74	3.1	24	83
Irish Studies			Course Discontinued						20	10
Law	90	288	3.2	525*	3.2	90	214	2.4	90	309
Law and Business	25	141	5.6	580*	5.6	25	117	4.7	25	142
Law & French	15	53	3.5	575	2.9	18	42	2.8	15	64
Law & German	15	30	2.0	535*	2.0	15	25	1.7	15	47
Law and Political Science	20	113	5.7	575	5.1	22	89	4.5	20	92
Music	15	23	1.5	**380	1.5	15	13	0.9	15	20
Music Education*	10	20	2.0	**435	2.2	9	15	1.5	15	14
Philosophy	20	46	2.3	455	2.0	23	22	1.1	20	44
Philosophy, Political Science, Economics & Sociology	34	207	6.1	555*	5.9	35	137	4.0	34	160
Psychology	31	246	7.9	535*	7.9	31	142	4.6	31	256
Social Studies	45	141	3.1	460*	3.2	44	70	1.6	45	182
Sociology & Social Policy	28	44	1.6	480*	1.4	31	31	1.1	28	38
World Religions and Theology	15	16	1.1	350	5.3	3	8	0.5	15	13
TOTAL	956	2913	3.0		3.2	917	2054	2.1	954	2729

Course	2016								Quota	Number of first pref applicns
	Quota	Number of first pref applicns	Ratio of 1st pref applicns to quota	Min. points	Ratio of 1st pref applicns to no. regd	Number regd at 30.11.16	Total Eligible 1st Pref Applicant	Ratio of Eligible 1st pref applicns to quota		
Chemistry with Molecular Modeling	5	3	0.6	485	0.8	4	0	0.0	5	9
Computer Science (Integrated)^{^}#	100	191	1.9	480*	1.9	98	122	1.2	80	189
Earth Sciences	19	47	2.5	490	2.4	20	34	1.8	19	36
Engineering (Integrated)^{^}#	165	280	1.7	500*	1.7	164	199	1.2	165	283
Engineering with Management (Integrated)^{^}	20	51	2.6	500	2.6	20	38	1.9	19	42
Human Genetics	15	46	3.1	570	3.1	15	34	2.3	15	43
Management Science & Information Systems Studies ^{^}	27	86	3.2	565	3.2	27	77	2.9	27	80
Mathematics	30	84	2.8	545	2.7	31	63	2.1	30	91
Medicinal Chemistry	28	32	1.1	500*	1.2	27	29	1.0	28	39
Nanoscience, Physics & Chemistry of Advanced Materials^{^}	25	70	2.8	585*	2.8	25	62	2.5	25	83
Science^{^}	340	532	1.6	500	1.6	342	378	1.1	340	518
Theoretical Physics	40	79	2.0	555	2.0	39	59	1.5	40	85
TOTAL	814	1501	1.8		1.8	812	1095	1.3	793	1498

*Course quota is 10 (RIAM) or 15 (DIT) (alternate years)

^{^} Quota adjusted in 2015 as a result of strategic planning process

Quota adjusted in 2016 as a result of the strategic planning process

Course	2016								Quota	Number of first pref applicants
	Quota	Number of first pref applicants	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 30.11.16	Total Eligible 1st Pref Applcn	Ratio of Eligible 1st pref applcns to quota		
Dental Science	32	204	6.4	585*	6.6	31	108	3.4	32	228
General Nursing	139	441	3.2	425	3.2	140	183	1.3	139	389
Integrated and Childrens General Nursing	20	103	5.2	485*	5.2	20	65	3.3	20	112
Intellectual Disability Nursing	30	35	1.2	355	1.3	28	13	0.4	30	40
Medicine	121	774	6.4	#729*	6.5	120	493	4.1	121	812
Midwifery#	44	214	4.9	450*	4.9	44	101	2.3	40	226
Occupational Therapy#	40	127	3.2	510	3.3	39	88	2.2	45	143
Pharmacy	75	195	2.6	555*	2.7	71	150	2.0	75	193
Physiotherapy	40	118	3.0	535*	2.6	46	58	1.5	40	120
Mental Health Nursing#	53	108	2.0	375	2.0	53	44	0.8	45	92
Radiation Therapy	30	77	2.6	515*	2.6	30	64	2.1	30	66
TOTAL	624	2396	3.8		3.9	622	1367	2.2	617	2421
Business and Computing^^	30	70	2.3	535	2.3	31	34	1.1	30	81
Computer Science and Language	20	28	1.4	465	1.2	23	19	1.0	20	26
Human Health and Disease	35	46	1.3	530	1.3	35	26	0.7	35	61
Political Science and Geography	15	35	2.3	475	2.7	13	21	1.4	15	34
Two Subject Moderatorship^^#	428	927	2.2	n/a	2.3	402	661	1.5	424	966
TOTAL	528	1106	2.1		2.2	504	761	1.4	524	1168
GRAND TOTAL	2922	7916	2.7		2.8	2855	5277	1.8	2888	7816

Quota adjusted in 2016 as a result of strategic planning process

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

Minimum Points: *** Entrance Test and/or Interview

2015						2014							
Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.14	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.13	Total Eligible 1st Pref Applicn	Ratio of Eligible 1st pref applcns to quota
1.6	445	1.4	17	20	1.3	15	29	1.9	450	1.9	15	19	1.3
2.4	510	2.4	235	458	1.9	236	502	2.1	495	2.1	234	405	1.7
4.1	545*	3.3	19	49	3.3	15	35	2.3	505	2.3	15	25	1.7
1.3	500	1.3	16	13	0.9	15	18	1.2	485*	1.2	15	12	0.8
0.0	405	0.0	2	0	0.0	5	2	0.4	405	1.0	2	0	0.0
2.0	450	2.0	7	7	1.0	7	13	1.9	440	1.6	8	6	0.9
4.3	535*	4.3	10	31	3.1	10	31	3.1	505	2.8	11	23	2.3
0.6	360	2.3	4	7	0.5	15	12	0.8	310	1.5	8	10	0.7
0.9	410	4.7	3	6	0.4	15	18	1.2	435	6.0	3	8	0.5
2.4	515*	2.4	35	73	2.1	34	97	2.9	525*	2.8	35	78	2.3
2.1	375	2.1	20	21	1.1	20	52	2.6	400	2.4	22	25	1.3
2.9	***455	2.8	18	26	1.5	17	40	2.4	440***	2.1	19	22	1.3
0.2	425	1.0	3	3	0.2	15	2	0.1	360	0.7	3	2	0.1
2.8	505*	2.7	41	89	2.2	40	122	3.1	500*	3.0	41	85	2.1
2.8	545	2.8	45	89	2.0	45	108	2.4	520*	2.3	46	84	1.9
2.2	470*	2.2	37	48	1.3	38	83	2.2	470	2.2	38	55	1.4
3.5	510*	3.3	25	60	2.5	24	69	2.9	500	2.4	29	47	2.0
0.5	420	0.7	14	9	0.5	20	10	0.5	425	0.9	11	8	0.4
3.4	540	3.1	99	238	2.6	90	234	2.6	525*	2.6	91	188	2.1
5.7	580	5.5	26	127	5.1	25	131	5.2	570*	4.9	27	118	4.7
4.3	570	4.3	15	53	3.5	15	43	2.9	560*	2.7	16	37	2.5
3.1	535	3.1	15	37	2.5	15	24	1.6	515	1.5	16	20	1.3
4.6	575	4.4	21	76	3.8	20	87	4.4	555*	4.1	21	72	3.6
1.3	***340	2.5	8	9	0.6	15	27	1.8	390***	2.5	11	10	0.7
0.9	**450	2.0	7	8	0.5	10	19	1.9	445**	1.9	10	13	1.3
2.2	410	2.0	22	22	1.1	20	25	1.3	390	1.4	18	14	0.7
4.7	535	4.6	35	112	3.3	34	134	3.9	540	3.8	35	91	2.7
8.3	555*	7.5	34	145	4.7	31	238	7.7	555	7.9	30	148	4.8
4.0	460	3.7	49	93	2.1	45	184	4.1	455*	4.0	46	96	2.1
1.4	455	1.3	30	25	0.9	28	36	1.3	460	1.2	30	27	1.0
0.9	360	1.4	9	7	0.5	15	25	1.7	350	3.6	7	15	1.0
2.9		3.0	921	1961	2.1	949	2450	2.6		2.7	913	1763	1.9

2015						2014							
Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.14	Total Eligible 1st Pref Applcn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.13	Total Eligible 1st Pref Applcn	Ratio of Eligible 1st pref applcns to quota
1.8	505	1.8	5	3	0.6	5	4	0.8	505	0.7	6	1	0.2
2.4	480*	2.4	79	114	1.4	100	190	1.9	460*	1.9	100	118	1.2
1.9	485*	1.8	20	27	1.4	19	25	1.3	475	1.2	21	18	0.9
1.7	490	1.8	160	206	1.2	175	233	1.3	470	1.3	175	164	0.9
2.2	490*	2.2	19	32	1.7	22	30	1.4	460	1.1	27	20	0.9
2.9	560	2.9	15	32	2.1	15	57	3.8	560	3.4	17	44	2.9
3.0	555	2.6	31	67	2.5	35	69	2.0	515	1.8	38	55	1.6
3.0	550	2.9	31	71	2.4	30	74	2.5	540	2.1	36	54	1.8
1.4	510*	1.3	30	31	1.1	28	29	1.0	525	1.1	27	23	0.8
3.3	585	3.3	25	73	2.9	20	92	4.6	595	4.0	23	77	3.9
1.5	505*	1.5	337	394	1.2	332	551	1.7	515*	1.7	330	413	1.2
2.1	540	2.1	40	58	1.5	40	79	2.0	550	1.8	43	60	1.5
1.9		1.9	792	1108	1.4	821	1433	1.7		1.7	843	1047	1.3

2015						2014							
Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.14	Total Eligible 1st Pref Applcn	Ratio of Eligible 1st pref applcns to quota	Quota	Number of first pref applcns	Ratio of 1st pref applcns to quota	Min. points	Ratio of 1st pref applcns to no. regd	Number regd at 29.11.13	Total Eligible 1st Pref Applcn	Ratio of Eligible 1st pref applcns to quota
7.1	585	7.1	32	131	4.1	32	213	6.7	575*	6.7	32	125	3.9
2.8	420	2.7	146	175	1.3	139	424	3.1	415	3.0	141	196	1.4
5.6	495	5.6	20	75	3.8	20	107	5.4	490	5.4	20	60	3.0
1.3	385*	1.3	32	20	0.7	30	41	1.4	390*	1.5	28	24	0.8
6.7	#733	6.5	124	513	4.2	121	833	6.9	731*#	6.9	121	537	4.4
5.7	455	5.0	45	124	3.1	40	246	6.2	450*	6.2	40	127	3.2
3.2	515*	2.9	50	111	2.5	45	119	2.6	500*	2.6	45	84	1.9
2.6	550*	2.5	78	138	1.8	75	203	2.7	560*	2.7	74	158	2.1
3.0	540*	3.0	40	63	1.6	40	153	3.8	540*	3.7	41	82	2.1
2.0	415	2.1	43	43	1.0	45	97	2.2	390*	2.1	46	47	1.0
2.2	525*	2.0	33	59	2.0	30	59	2.0	515*	2.1	28	51	1.7
3.9		3.8	643	1452	2.4	617	2495	4.0		4.1	616	1491	2.4
2.7	500	2.5	33	42	1.4	35	60	1.7	465*	1.7	35	29	0.8
1.3	465	1.2	21	17	0.9	20	19	1.0	450	0.9	21	14	0.7
1.7	535	1.7	36	42	1.2	35	48	1.4	530*	1.4	35	37	1.1
2.3	470	2.6	13	24	1.6	15	41	2.7	485	2.6	16	33	2.2
2.3	n/a	2.5	379	707	1.7	419	891	2.1	n/a	2.4	379	659	1.6
2.2		2.4	482	832	1.6	524	1059	2.0		2.2	486	772	1.5
2.7		2.8	2838	5353	1.9	2911	7437	2.6		2.6	2858	5073	1.7

Table A20 CAO first preference applications: quotas, points, number registered, Two-subject Moderatorship courses 2016, 2015, 2014

Two Subject Moderatorship Course	2016								Quota	Number of 1st preference applcns
	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 30.11.15	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota		
Ancient History & Archaeology	23	37	1.6	375	1.6	23	25	1.09	23	32
Catholic Theol. Studies	10	5	0.5	430	2.5	2	4	0.40	10	3
Classical Civilisation	29	38	1.3	355	1.5	26	32	1.10	29	50
Classical Languages (new)	16	13	0.8	445	4.3	3	6	0.38		
Drama Studies	24	60	2.5	***380	2.9	21	34	1.42	24	65
Early Irish	10	1	0.1	n/a	n/a	0	0	0.00	10	1
Economics	43	117	2.7	470	2.5	46	82	1.91	43	125
English Literature#	91	323	3.5	515	3.3	97	239	2.63	85	359
Film Studies	30	118	3.9	450	3.6	33	81	2.70	30	133
French	84	142	1.7	390	1.7	82	102	1.21	84	141
Geography	45	49	1.1	405	1.1	44	38	0.84	45	63
German	32	48	1.5	405	1.7	29	30	0.94	32	41
Greek		Greek & Latin merged into Classical Languages in 2016							8	4
History#	44	151	3.4	485	3.4	44	123	2.80	40	154
History of Art & Architecture	40	85	2.1	440	2.6	45	60	1.50	40	89
Italian	30	41	1.4	385	4.1	33	60	2.00	30	37
Jewish & Islamic Civilisations	10	20	2.0	375*	0.8	10	12	1.20	10	14
Latin		Greek & Latin merged into Classical Languages in 2016							10	1
Mathematics	25	64	2.6	515	3.6	26	46	1.84	25	82
Modern Irish	30	29	1.0	415	0.6	28	26	0.87	30	28
Music	20	39	2.0	***435	2.2	18	28	1.40	20	40
Philosophy	43	113	2.6	475	8.7	47	76	1.77	43	99
Psychology	17	118	6.9	570*	2.0	18	80	4.71	17	146
Russian	36	24	0.7	400*	0.6	13	13	0.36	36	19
Sociology	59	101	1.7	420*	6.3	59	69	1.17	59	97
Spanish	41	90	2.2	405	0.1	41	64	1.56	41	73
World Religions & Theology	24	28	1.2	355	1.8	16	20	0.83	24	36
TOTAL	856	1854	2.2		2.3	804	1350	1.58	848	1932

Quota changed in 2016 as part of the strategic planning process.

Minimum Points:

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

***Entrance test/Interview required

2015						2014							
Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 30.11.15	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota	Quota	Number of 1st preference applcns	Ratio of 1st pref applcns to quota	Minimum Points^^	Ratio of 1st pref applcns to no. regd	Number registered at 29.11.14	Eligible 1st pref applcns	Ratio of Eligible 1st pref applcns to quota
1.4	375	1.9	17	21	0.91	23	45	2.0	365	2.4	19	23	1.00
0.3	n/a	#DIV/0!	0	1	0.10								
1.7	415	1.7	30	39	1.34	29	40	1.4	385*	1.3	30	33	1.14
2.7	405	2.7	24	42	1.75	24	50	2.1	400	2.8	18	30	1.25
0.1	515	-	1	1	0.10	10	0	0.0		-	0	0	0.00
2.9	495*	3.0	41	89	2.07	43	86	2.0	480*	1.8	47	60	1.40
4.2	530*	4.1	88	279	3.28	85	338	4.0	520*	3.9	86	262	3.08
4.4	455	4.4	30	83	2.77	30	104	3.5	360	3.9	27	66	2.20
1.7	390	1.6	90	109	1.30	84	135	1.6	400	1.7	79	105	1.25
1.4	435	2.1	30	43	0.96	45	52	1.2	430	1.7	31	39	0.87
1.3	435	1.6	26	27	0.84	32	45	1.4	435	1.4	32	38	1.19
0.5	385	2.0	2	2	0.25	8	4	0.5	465	1.3	3	2	0.25
3.9	515*	3.7	42	120	3.00	40	137	3.4	495*	3.4	40	107	2.68
2.2	440	2.2	41	60	1.50	40	92	2.3	385*	2.2	41	63	1.58
1.2	375	2.2	17	23	0.77	30	32	1.1	360	1.3	25	26	0.87
1.4	390	2.3	6	11	1.10	10	12	1.2	395	1.7	7	8	0.80
0.1	n/a	#DIV/0!	0	1	0.10	10	12	1.2	555	3.0	4	6	0.60
3.3	555*	3.3	25	60	2.40	25	59	2.4	545*	2.2	27	50	2.00
0.9	390	1.0	27	26	0.87	30	31	1.0	415	1.3	24	26	0.87
2.0	415	2.2	18	29	1.45	20	45	2.3	415	2.6	17	29	1.45
2.3	435	2.3	43	69	1.60	43	107	2.5	430*	2.5	43	80	1.86
8.6	575*	8.6	17	113	6.65	17	114	6.7	570*	6.3	18	91	5.35
0.5	410	3.8	5	14	0.39	36	27	0.8	410	2.1	13	15	0.42
1.6	460*	1.6	61	75	1.27	59	104	1.8	440	1.7	62	74	1.25
1.8	475*	1.8	41	53	1.29	41	79	1.9	450*	1.8	45	62	1.51
1.5	420	2.1	17	24	1.00	24	32	1.3	385	1.5	22	23	0.96
2.3		2.6	739	1414	1.67	838	1782	2.1		2.3	760	1318	1.57

Table A21 Full Breakdown of CAO applications to Trinity, by Province/County, 2016

Province	County	Male	Female	No. students
Connaught	GALWAY	149	285	434
	LEITRIM	29	49	78
	MAYO	84	183	267
	ROSCOMMON	63	96	159
	SLIGO	52	95	147
Leinster	DUBLIN	2888	4311	7199
	CARLOW	52	87	139
	KILDARE	390	687	1077
	KILKENNY	66	148	214
	LAOIS	78	150	228
	LONGFORD	33	87	120
	LOUTH	151	308	459
	MEATH	349	565	914
	OFFALY	52	124	176
	WESTMEATH	101	176	277
	WEXFORD	151	281	432
	WICKLOW	292	419	711
	Munster	CLARE	74	126
CORK		211	411	622
KERRY		95	157	252
LIMERICK		117	161	278
TIPPERARY		107	178	285
WATERFORD		80	106	186
Northern Ireland	ANTRIM	325	627	952
	ARMAGH			
	DERRY			
	DOWN			
	FERMANAGH			
	TYRONE			
Ulster (3 counties in the Republic)	CAVAN	84	179	263
	DONEGAL	118	237	355
	MONAGHAN	64	116	180
Sub-Total		6255	10349	16604
Total		16604		
Country		Male	Female	No. students
Ireland (excl. NI)		5930	9722	15652
		325	627	952
Britain		247	367	614
Europe		396	707	1103
Non - EU		105	168	273
TOTAL APPLICATIONS:		7003	11591	18594

Table A22 Analysis of undergraduate new entrants by course preference 2016

Course Name	Quota	Total New Entrants* by Course	1st Preference	% 1st Preference	2nd Preference	% 2nd Preference	3rd Preference	% 3rd Preference	All Other Preferences	% All Other Preferences
Faculty of Arts, Humanities and Social Sciences										
Acting	0	16	0	0%	0	0%	0	0%	16	100%
Ancient & Medieval History and Culture	15	15	6	40%	2	13%	3	20%	4	27%
Business Studies	0	36	24	67%	4	11%	1	3%	7	19%
Business Studies & French	15	12	10	83%	1	8%	1	8%	0	0%
Business Studies & German	15	17	8	47%	3	18%	2	12%	4	24%
Business Studies & Polish	5	5	3	60%	0	0%	0	0%	2	40%
Business Studies & Russian	7	6	5	83%	1	17%	0	0%	0	0%
Business Studies & Spanish	10	10	8	80%	1	10%	1	10%	0	0%
Catholic Theological Studies	0	3	2	67%	0	0%	0	0%	0	0%
Classics	15	9	6	67%	0	0%	1	11%	2	22%
Clinical Speech & Language Studies	34	35	26	74%	2	6%	1	3%	6	17%
Deaf Studies	20	10	5	50%	1	10%	1	10%	3	30%
Diploma in Acting & Theatre	0	11	0	0%	0	0%	0	0%	11	100%
Drama & Theatre Studies	16	15	11	73%	3	20%	0	0%	1	7%
Early & Modern Irish	15	1	1	100%	0	0%	0	0%	0	0%
Economic & Social Studies	236	253	161	64%	54	21%	19	8%	19	8%
English Studies	40	39	35	90%	1	3%	3	8%	0	0%
European Studies	45	47	39	83%	6	13%	0	0%	2	4%
History	38	35	13	37%	8	23%	6	17%	8	23%
History & Political Science	24	24	20	83%	4	17%	0	0%	0	0%
History of European Painting	0	21	21	100%	0	0%	0	0%	0	0%
Irish Studies*	0	0	0	0%	0	n/a	0	0%	0	0%
Law	90	92	57	62%	25	27%	3	3%	7	8%
Law & French	15	18	16	89%	1	6%	0	0%	1	6%
Law & German	15	14	14	100%	0	0%	0	0%	0	0%
Law and Business	25	25	24	96%	0	0%	0	0%	1	4%
Law and Political Science	20	22	21	95%	1	5%	0	0%	0	0%
Music	20	14	10	71%	1	7%	1	7%	2	14%
Music Education	10	10	10	100%	0	0%	0	0%	0	0%
Music Teaching and Performance (RIAM)	0	7	0	0%	0	0%	0	0%	7	100%
Philosophy	20	19	4	21%	4	21%	1	5%	10	53%
Philosophy, Political Science, Economics and Sociology	34	36	32	89%	4	11%	0	0%	0	0%
Psychology	31	28	20	71%	3	11%	2	7%	3	11%
Social Studies	45	44	30	68%	5	11%	3	7%	6	14%
Sociology & Social Policy	28	25	13	52%	6	24%	2	8%	4	16%
Stage Management and Technical Theatre	0	13	0	0%	0	0%	0	0%	13	100%
TSM - Classical Languages	0	1	0	0%	0	0%	1	100%	0	0%
World Religions and Theology	29	3	2	67%	0	0%	0	0%	1	33%
Total	932	991	657	66%	141	14%	52	5%	140	14%

Faculty of Engineering, Mathematics and Science										
Chemistry with Molecular Modelling	5	4	0	0%	0	0%	1	25%	3	75%
Computer Science	0	96	72	75%	7	7%	4	4%	13	14%
Computer Science and Language	0	20	16	80%	0	0%	1	5%	3	15%
Earth Sciences	14	16	12	75%	4	25%	0	0%	0	0%
Engineering	165	175	121	69%	28	16%	7	4%	19	11%
Engineering - Double Diploma	0	4	0	0%	0	0%	0	0%	4	100%
Engineering with Management	18	20	13	65%	2	10%	3	15%	2	10%
Human Genetics	15	16	10	63%	1	6%	3	19%	2	13%
Information Systems	0	14	13	93%	1	7%	0	0%	0	0%
Management Science & Information Systems Studies	27	25	21	84%	3	12%	0	0%	1	4%
Mathematics	30	24	21	88%	1	4%	2	8%	0	0%
Medicinal Chemistry	28	27	16	59%	2	7%	3	11%	6	22%
Nanoscience, Physics & Chemistry of Advanced Materials	15	23	23	100%	0	0%	0	0%	0	0%
Science	340	332	189	57%	65	20%	23	7%	55	17%
Theoretical Physics	40	38	36	95%	1	3%	0	0%	1	3%
Total	697	834	563	68%	115	14%	47	6%	109	13%

Faculty of Health Sciences										
Children's and General Nursing	5	20	13	65%	1	5%	3	15%	3	15%
Dental Hygiene	8	6	6	100%	0	0%	0	0%	0	0%
Dental Nursing	25	22	16	73%	4	18%	2	9%	0	0%
Dental Science	32	48	17	35%	0	0%	3	6%	28	58%
Dental Technology	6	5	3	60%	2	40%	0	0%	0	0%
Diagnostic Radiography	0	24	0	0%	0	0%	0	0%	24	100%
Human Health and Disease	35	31	14	45%	3	10%	2	6%	12	39%
Human Nutrition and Dietetics (Joint Degree)	0	25	18	72%	1	4%	2	8%	4	16%
Medicine	123	181	118	65%	7	4%	0	0%	56	31%
Midwifery	25	40	28	70%	3	8%	2	5%	7	18%
Nursing	92	205	76	37%	33	16%	22	11%	74	36%
Occupational Therapy	40	80	23	29%	5	6%	4	5%	48	60%
Orthodontic Therapy	0	7	0	0%	0	0%	0	0%	7	100%
Pharmacy	75	67	45	67%	10	15%	3	4%	9	13%
Physiotherapy	40	121	21	17%	9	7%	9	7%	82	68%
Radiation Therapy	30	29	18	62%	1	3%	4	14%	6	21%
Total	536	911	416	46%	79	9%	56	6%	360	40%

Multi Faculty										
Computer Science and Business	0	26	16	62%	6	23%	1	4%	3	12%
Human Health and Disease*	35	31	14	45%	3	10%	2	6%	12	39%
Political Science and Geography	20	17	9	53%	4	24%	2	12%	2	12%
Two Subject Moderatorship*	0	354	242	68%	46	13%	25	7%	41	12%
Total	55	428	281	66%	59	14%	30	7%	58	14%

TOTALS	2220	3164	1917	61%	394	12%	185	6%	667	21%
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Table A23 Percentage rate of acceptances to offers 2016 - 2012 (CAO round 1)

COURSE	2016	2015	2014	2013	2012
Faculty of Arts, Humanities and Social Sciences	%	%	%	%	%
Ancient & Medieval History and Culture	57	76	59	67	47
Business (new in 2016)	89				
Business Studies & French	82	100	75	88	100
Business Studies & German	94	88	94	94	89
Business Studies & Russian	50	67	86	75	80
Business Studies and Polish	100	100	100	100	100
Business Studies and Spanish	77	73	64	91	91
Business, Economic & Social Studies	88	90	89	89	83
Catholic Theological Studies (new in 2013)	33	43	80	67	n/a
Classics	60	40	20	30	12
Clinical Speech & Language Studies	92	87	92	85	97
Deaf Studies	64	90	89	73	91
Drama & Theatre Studies	93	94	86	73	75
Early & Modern Irish	25	100	75	50	87
English Studies	71	71	58	67	72
European Studies	92	90	83	73	86
History	68	63	66	73	71
History & Political Science	83	82	83	73	60
Law	78	88	80	82	80
Law & French	100	69	94	95	67
Law & German	80	75	89	89	76
Law and Business	88	93	85	78	93
Law and Political Science	88	80	67	86	91
Music	81	75	75	77	95
Music Education	80	88	90	77	100
Philosophy	54	53	48	45	54
Philosophy, Political Science, Economics and Sociology	75	68	74	67	67
Psychology	72	85	78	68	81
Social Studies	85	93	82	88	79
Sociology & Social Policy	89	83	86	79	78
World Religions & Theology	31	64	47	63	61

Table A23 Percentage rate of acceptances to offers 2016 - 2012 (CAO round 1)

COURSE	2016	2015	2014	2013	2012
Faculty of Engineering, Mathematics and Science	%	%	%	%	%
Computer Science	87	81	88	91	92
Earth Sciences	82	86	87	71	73
Engineering	89	84	87	84	88
	57	70	96	74	90
Human Genetics	80	74	85	65	74
Management Science & Information Systems Studies	93	93	94	90	96
Chemistry with Molecular Medicine	67	83	100	100	86
Mathematics	64	67	80	46	76
Medicinal Chemistry	74	84	71	82	72
Nanoscience, Physics & Chemistry of Advanced Materials	79	81	86	71	88
Science	80	82	86	83	80
Theoretical Physics	81	74	87	78	74

Faculty of Health Sciences	%	%	%	%	%
Children's and General Integrated Nursing	71	86	94	60	57
Children's and General Integrated Nursing – Mature (Round A)	80	100	60	73	60
Dental Science	63	69	66	73	59
General Nursing	87	84	77	83	88
General Nursing - Mature (Round A)	71	72	83	95	89
General Nursing Adelaide	94	97	90	93	96
General Nursing Adelaide - Mature (Round A)	100	100	75	75	100
Intellectual Disability Nursing	63	90	65	73	94
Intellectual Disability Nursing- Mature (Round A)	70	68	79	84	89
Medicine	88	91	85	88	91
Midwifery	78	87	68	73	77
Midwifery- Mature (Round A)	78	89	82	94	94
Occupational Therapy	82	93	82	77	77
Pharmacy	84	87	82	83	76
Physiotherapy	89	69	72	83	78
Mental Health Nursing	79	79	75	83	68
Mental Health Nursing - Mature (Round A)	83	89	78	85	91
Radiation Therapy	89	82	69	97	77

Table A23 Percentage rate of acceptances to offers 2016 - 2012 (CAO round 1)

COURSE	2016	2015	2014	2013	2012
Multi-Faculty	%	%	%	%	%
Computer Science and Business	91	94	97	89	88
Computer Science and Language	100	96	91	88	92
Human Health and Disease	70	68	72	78	80
Political Science and Geography	78	88	72	77	52
Two Subject Moderatorship	78	76	77	77	74

Table A24 Percentage rate of acceptances to offers TSM courses 2016 - 2012 (CAO round 1)

Two Subject Moderatorship – By Subject	2016	2015	2014	2013	2012
	%	%	%	%	%
Ancient History & Archaeology	83	70	94	83	64
Catholic Theological Studies (New in 2015)	100	0	n/a	n/a	n/a
Classical Civilisation	91	85	90	71	87
Classical Languages	33	n/a	n/a	n/a	n/a
Drama Studies	89	87	90	90	87
Early Irish	0	100	0	0	50
Economics	63	71	74	70	75
English Literature	83	82	79	78	75
Film Studies	82	82	70	81	82
French	76	79	74	77	64
Geography	88	70	78	73	68
German	76	85	86	77	69
History	80	80	71	73	73
History of Art & Architecture	88	78	77	74	79
Italian	68	56	76	85	79
Jewish & Islamic Civilisations	73	57	75	100	75
Mathematics	69	71	66	63	75
Modern Irish	87	87	92	96	85
Music	89	73	85	88	100
Philosophy	82	69	61	78	72
Psychology	87	71	94	82	94
Russian	67	40	64	73	53
Sociology	84	82	85	82	78
Spanish	63	74	77	76	68
World Religions & Theology	71	75	80	63	61

Table A25 Two subject Moderatorship – final minimum entry levels

* Not all applicants at this level were offered places. ** Applicants are assessed on a music test and interview and on their leaving certificate examination results.
 *** Applicants are assessed on a questionnaire and interview and on their leaving certificate examination results.

AH: Ancient history and archaeology AR: History of art and architecture CC: Classical Civilisation CL: Classical Languages CT: Catholic Theological Studies
 DR: Drama studies EC: Economics EI: Early Irish EN: English Literature FR: French
 FS: Film studies GE: German GG: Geography HS: History IT: Italian
 JS: Jewish and Islamic civilisations MI: Modern Irish MT: Mathematics MU: Music PH: Philosophy
 PS: Psychology RU: Russian SC: Sociology SP: Spanish WR: World Religions and theology

	AH	AR	CC	CL	CT	DR***	EC	EI	EN	FR	FS	GE	GG	HS	IT	JS	MI	MT	MU**	PH	PS	RU	SC	SP	WR
AH	-	440	-	445	-	-	-	-	515	410	-	-	-	525	420	375*	-	-	-	-	-	410	-	470*	400
AR	440	-	440	445	-	440	-	-	515	440	-	440	-	525	440	440	-	-	440	475	-	-	450*	470*	440
CC	-	440	-	445	-	380	-	-	515	390	-	-	-	525	385	410	415	-	-	475	-	410	-	450	355
CL	445	-	445	-	-	445	-	n/a	515	445	-	-	-	525	445	445	445	-	-	475	-	445	-	470*	445
CT	-	-	-	-	-	-	-	n/a	-	-	-	-	-	525	430	-	430	-	-	430	-	-	-	-	-
DR***	-	440	380	445	-	-	-	-	515	415	485	405	-	-	420*	-	415	-	435	-	-	410	450*	380*	-
EC	-	-	-	-	-	-	-	-	-	-	-	470	495	525	-	-	-	555*	-	505*	570*	505	505*	505	-
EI	-	n/a	-	n/a	n/a	-	-	-	-	-	-	-	-	n/a	-	n/a	-	-	-	-	-	-	-	-	n/a
EN	515	515	515	515	-	515	-	-	-	515	515	515	-	525	515	515	515	555*	515	515	570*	515	515	515	515
FR	410	440	390	445	-	415	-	-	515	-	485*	415	-	515	420	415	415	515	435	475	570*	415	450*	455*	390
FS	-	-	-	-	-	485	-	-	515	485*	-	455*	-	-	485	450	470	-	485	-	-	485	-	485	485*
GE	-	440	-	-	-	405	470	-	515	415	455*	-	405	485	420	410	415	555*	-	475	-	410	425*	435*	405
GG	-	-	-	-	-	-	495*	-	-	-	-	405	-	525	-	-	-	555	-	475	570*	-	450*	-	-
HS	525	525	525	525	525	-	525	n/a	525	515	-	485	525	-	525	525	480*	-	525	525	-	525	525	525	525
IT	420	440	385	445	430	420*	-	-	515	420	485	420	-	525	-	-	420*	-	-	475	570*	400*	450*	465*	-
JS	375*	440	410	445	-	-	-	-	515	410*	450	410	-	525	-	-	415	-	-	475	570*	410	450*	470*	-
MI	-	-	415	445	430	415	-	-	515	415	470	415	-	480	415	415	-	-	435	475	-	415	420*	445*	415
MT	-	-	-	-	-	-	555*	-	555*	515	-	555*	555	-	-	-	-	-	555*	555*	570*	-	-	-	-
MU**	-	440	-	-	-	435	-	-	515	435	485	-	-	525	-	-	435	555*	-	465*	570*	-	-	-	-
PH	-	475	475	475	475	-	505*	-	515	475	-	475	475	525	475	475	475	555*	465*	-	570*	475	475	-	475
PS	-	-	-	-	-	-	570*	-	570*	570*	-	-	570*	-	570*	570*	-	570*	570*	570*	-	-	570*	-	570*
RU	410	-	410	455	-	410	505	-	515	415	485	410	-	525	400*	410	415	-	-	475	-	-	-	450*	410
SC	-	450*	-	-	-	450	505*	-	515	450*	-	425*	450*	525	450*	540*	420*	-	-	475	570*	-	-	470*	450*
SP	470*	470*	450	470*	-	380*	505	-	515	455*	485	435*	-	525	465*	470*	445*	-	-	-	-	450*	470*	-	405
WR	400	440	355	455	-	-	-	n/a	515	390	485*	405	-	525	-	-	415	-	-	475	570*	410	450*	405	-

Table A26 Courses not meeting quota due to insufficient eligible CAO applications in 2016

Course	Quota	No. of 1 st Preferences	Cut-off Points Level	Number of students registered as at 30.11.2016
Catholic Theological Studies	15	10	330	4
Deaf Studies	20	27	335	12
Early and Modern Irish	15	4	375	1
World Religions and Theology	15	16	350	3
TSM*				
Catholic Theological Studies	10	5	430	2
Classical Languages (new)	16	13	445	3
Early Irish	10	1	n/a	0
Russian	36	24	400*	13

Table A27) Courses not meeting quota due to insufficient eligible CAO applications in 2015

Course	Quota	No. of 1 st Preferences	Cut-off Points Level	Number of students registered as at 29.11.2015
Business Studies and Polish	5	0	405	2
Catholic Theological Studies	15	9	360	4
Classics	15	14	410	3
Early and Modern Irish	15	3	425	3
World Religions and Theology	15	13	360	9
TSM*				
Catholic Theological Studies	10	3	n/a	0
Early Irish	10	1	515	1
Italian	30	37	375	17
Latin	10	1	n/a	0
Russian	36	19	410	5

Table A28 Minimum scores required for Entry to Medicine 2016 - 2014

	2016	2015	2014
No. of Places	121	121	121
Min. Leaving Cert. score	540	540	530
Min. HPAT-Ireland score	169	168	170

Table A29 TCD Matriculation Examination 2016 - 2013

Subject	2016	2015	2014	2013
Biblical Studies	12	12	10	14
Geology	35	40	19	20
Total	47	52	29	34

**Table A30 Number of applicants with a disability, eligible applicants, offers and registered students
2016, 2015, 2014**

Applications	2016	2015	2014
Total number of applicants to TCD who disclosed a disability on the CAO application form	1847	1413	1368
Number of applicants who completed the DARE application process	1083	1115	1068
Number of applicants eligible for DARE consideration on grounds of disability	968	798	764
Number of new entrants with disabilities entering on full points	93	48	110
Number of DARE entrants on reduced points	184	142	111
Total number of new entrants with a disability	267	190	221

Table A31 Advanced Entry Applications 2016

Course	No. of Applications	No. of Offers	Registered	Standing	
				SF	JS
Faculty of Arts, Humanities and Social Sciences					
BESS	5	2	1	1	0
Business Studies (not open for Adv Entry)	3	0	0	0	0
Business Studies & German	1	0	0	0	0
Business Studies & Spanish	1	1	1	1	0
Catholic Theological Studies	1	0	0	0	0
Clinical Speech and Language Studies	1	0	0	0	0
English Studies	2	2	1	0	1
History	1	0	0	0	0
History & Political Science	2	0	0	0	0
P.P.E.S.	4	0	0	0	0
Psychology	1	0	0	0	0
Social Studies	3	0	0	0	0
Sub-total	25	5	3	2	1
Faculty of Engineering, Mathematics & Science					
Computer Science	11	3	1	1	0
Engineering	27	18	14	1	13
Information Systems	12	10	9	9	0
Medicinal Chemistry	1	0	0	0	0
Science	14	6	1	1	0
Theoretical Physics	1	0	0	0	0
Sub-total	66	37	25	12	13
Faculty of Health Sciences					
Dental Science	10	1	1	1	0
Dental Technology	1	0	0	0	0
Medicine	17	5	5	0	5
Pharmacy	4	1	1	1	0
Physiotherapy	13	0	0	0	0
Radiation Therapy	1	0	0	0	0
Sub-total	46	7	7	2	5
TSM					
Economics and History	1	0	0	0	0
Economics and Mathematics	2	0	0	0	0
English Lit and Film Studies	1	0	0	0	0
English Lit and French	1	1	1	1	0
English Lit and History of Art & Arch	1	1	1	0	1
	1	1	1	0	1
History of Art & Architecture and Italian	1	1	1	1	0
Mathematics and Philosophy	1	1	1	1	0
Sub Total	9	5	5	3	2
Grand Total	146	54	40	19	21

Table A32 Undergraduate new entrant data by domicile 2016/17 – 2014/15

Country of Domicile	Undergraduate	Undergraduate Visiting	Grand Total	Country of Domicile	Undergraduate	Undergraduate Visiting	Grand Total
AUSTRALIA	1	31	32	MALTA		3	3
AUSTRIA		17	17	MEXICO		2	2
BAHRAIN	1		1	MOROCCO		1	1
BELGIUM	11	11	22	NEW CALEDONIA		1	1
BOLIVIA	1		1	NORWAY	3	2	5
BRAZIL	1	2	3	OMAN	1		1
BRUNEI DARASSALAM	3		3	PAKISTAN	1	1	2
CANADA	29	24	53	POLAND	2	1	3
CHINA	11	21	32	REP OF KOREA	1		1
CROATIA	1		1	ROMANIA	1		1
CYPRUS	1		1	RUSSIAN FEDERATION	3	13	16
CZECH REPUBLIC	2	3	5	SAUDI ARABIA	1		1
DENMARK		4	4	SERBIA	1	1	2
ESTONIA	1		1	SINGAPORE	155	7	162
FINLAND	1	10	11	SLOVAKIA		1	1
FRANCE	24	167	191	SOUTH AFRICA	2		2
GERMANY	8	90	98	SPAIN	8	47	55
GUATEMALA	1		1	SWEDEN		13	13
HONG KONG	1	14	15	SWITZERLAND	1	10	11
HUNGARY	2	2	4	TAIWAN REPUBLIC OF CHINA	1		1
INDIA	21	2	23	THE NETHERLANDS	1	24	25
IRELAND	2588	3	2591	TRINIDAD & TOBAGO	1		1
ITALY	7	20	27	TURKEY	1		1
JAPAN	2	2	4	UKRAINE	1	3	4
JORDAN	1		1	UNITED ARAB EMIRATES	1		1
KENYA	2		2	UNITED KINGDOM	78	14	92
KUWAIT	1		1	UNITED STATES OF AMERICA	71	358	429
LITHUANIA	1		1	ZIMBABWE	1		1
LUXEMBOURG	8		8				
MALAYSIA	24		24	Grand Total	3091	925	4016

Table A3324 Distribution of 2016/17 undergraduate new entrants by province and county

County	Total	County	Total
Antrim	29	Dublin 6W	36
Armagh	4	Dublin 7	34
Carlow	26	Dublin 8	38
Cavan	33	Dublin 9	69
Clare	27	Fermanagh	3
Co Dublin	402	Galway County	58
Cork City	2	Kerry	38
Cork County	78	Kildare	175
Derry	4	Kilkenny	51
Donegal	30	Laois	32
Down	19	Leitrim	11
Dublin 1	7	Limerick City	1
Dublin 10	9	Limerick County	49
Dublin 11	38	Longford	18
Dublin 12	39	Louth	65
Dublin 13	51	Mayo	45
Dublin 14	68	Meath	154
Dublin 15	85	Monaghan	15
Dublin 16	79	Offaly	21
Dublin 17	8	Roscommon	21
Dublin 18	56	Sligo	19
Dublin 2	7	Tipperary	40
Dublin 20	6	Tyrone	9
Dublin 22	22	Waterford County	23
Dublin 24	54	Westmeath	50
Dublin 3	55	Wexford	63
Dublin 4	60	Wicklow	134
Dublin 5	39		
Dublin 6	77	Grand Total	2686

Table A25 Undergraduate nonEU new entrants data by course and gender, 2016/17

Faculty	Course	Mode of Attendance	Female	Male	Grand Total
Faculty of Arts, Humanities and Social Sciences	Acting	Full-Time	2		2
	Bachelor in Business Studies	Full-Time	6	6	12
	Business Studies and German	Full-Time	1		1
	Business Studies and Spanish	Full-Time	1		1
	Clinical Speech and Language Studies	Full-Time	1		1
	Diploma in Acting and Theatre	Full-Time	1		1
	Drama and Theatre Studies	Full-Time	1		1
	Economic and Social Studies	Full-Time	14	10	24
	English Studies	Full-Time	3		3
	European Studies	Full-Time	4		4
	History	Full-Time	2		2
	Law	Full-Time	2	1	3
	Law and Political Science	Full-Time		1	1
	Modern Irish Writing (Module)	Full-Time	15	4	19
	Music Composition (RIAM)	Validated for Another Institution		1	1
	Music Performance (RIAM)	Validated for Another Institution		1	1
	Philosophy, Political Science, Economics and Sociology	Full-Time	4	3	7
	Semester Abroad - Dublin	Full-Time	4	1	5
	Semester Start Up Arts, Humanities and Social Science	Full-Time	103	45	148
	Undergraduate Visiting Students Arts, Humanities and Social Science	Full-Time	165	41	206
Faculty of Arts, Humanities and Social Sciences Total			329	114	443

Faculty	Course	Mode of Attendance	Female	Male	Grand Total
Faculty of Engineering, Maths and Science	Computer Science	Full-Time		5	5
	Engineering	Full-Time	2	11	13
	Human Genetics	Full-Time	1		1
	Management Science and Information Systems Studies	Full-Time		1	1
	Science	Full-Time	8	2	10
	Theoretical Physics	Full-Time		1	1
	Undergraduate Visiting Engineering, Mathematics, Science and Health Sciences	Full-Time	3	3	6
Faculty of Engineering, Maths and Science Total			14	23	37

Faculty	Course	Mode of Attendance	Female	Male	Grand Total
Faculty of Health Sciences	Dental Science	Full-Time	11	5	16
	Diagnostic Radiography (Joint Degree - Singapore Institute of Technology)	Full-Time	22	3	25
	Medicine	Full-Time	39	20	59
	Occupational Therapy	Full-Time	39	2	41
	Pharmacy	Full-Time	1	2	3
	Physiotherapy	Full-Time	56	21	77
	Radiation Therapy	Full-Time	1		1
Faculty of Health Sciences Total			169	53	222

Faculty	Course	Mode of Attendance	Female	Male	Grand Total
Multi Faculty	Computer Science and Business	Full-Time		1	1
	Political Science and Geography	Full-Time	1		1
	Semester Start Up Arts, Humanities, Social Science, Engineering, Mathematics, Science and Health Sciences	Full-Time	13	9	22
	Semester Start Up Engineering, Mathematics, Science and Health Science	Full-Time	8	8	16
	TSM Ancient History and Archaeology and History of Art and Architecture	Full-Time	2		2
	TSM Ancient History and Archaeology and Italian	Full-Time		1	1
	TSM Classical Civilisation and English Literature	Full-Time	3		3
	TSM Economics and Geography	Full-Time	1		1
	TSM Economics and Mathematics	Full-Time	1		1
	TSM Economics and Sociology	Full-Time	1		1
	TSM English Literature and Film Studies	Full-Time	2		2
	TSM English Literature and History of Art and Architecture	Full-Time	1		1
	TSM English Literature and Philosophy	Full-Time		1	1
	TSM English Literature and World Religions and Theology	Full-Time	1		1
	TSM Film Studies and Spanish	Full-Time	1		1
	TSM Geography and History	Full-Time	1		1
	TSM Greek and Italian	Full-Time	1		1
	TSM History and Italian	Full-Time	1		1
	TSM History and Jewish and Islamic Civilisations	Full-Time	1		1
	TSM History of Art and Architecture and Philosophy	Full-Time	1		1
	TSM Psychology and Sociology	Full-Time	2		2
	Undergraduate Visiting Arts, Humanities, Social Science, Engineering, Mathematics, Science and Health Sciences	Full-Time	34	18	52
Multi Faculty Total			76	38	114
Grand Total			588	228	816

Table A35 Total CAO and direct entry registered students 2016/17 – 2013/14

New Entrants	2016/17	2015/16	2014/15	2013/14
Arts, Humanities and Social Sciences (CAO)	917	921	913	920
Engineering, Mathematics & Science (CAO)	812	792	843	784
Health Sciences (CAO)	622	643	616	625
Multi-Faculty (CAO)	504	482	486	495
Total CAO Entry	2,855	2,838	2,858	2,824
Direct entry and Level 7 courses*	1,471	1,507	1,423	1,326
Total and Direct entry registered students	4,326	4,345	4,281	4,150

*Level 7 courses: Diploma in Dental Hygiene Diploma in Dental Nursing Dental Technology (Ordinary Degree) Diploma in History of European Painting

Table B1(a): Student Body 2016/2017

	European Student	Non-EU Student	Grand Total
Foundation	54		54
Postgraduate	3929	962	4891
Undergraduate	11361	1324	12685
Grand Total	15344	2286	17630

The student population in 2016/2017 was 72% Undergraduate and

Table B1(b) Student Body by Gender 2016/2017

	Female	Male	Grand Total
Foundation	31	23	54
Postgraduate	2943	1948	4891
Undergraduate	7438	5247	12685
Grand Total	10412	7218	17630

The student population in 2016/2017 was 59% female and 41% male in 2016/2017

In 2015/2016 student population was 58% female and 42% male. A total of 12,683 (72.4 %) were registered on undergraduate programmes, 4,769 (27.2%), on postgraduate programmes, and 59 (0.3%) on foundation courses.

Table B1(c): Undergraduate Student Body 2016/2017 by Mode of Attendance

	Mode of attendance			Grand Total
	Full-Time	Part-Time	Validated for Another Institution	
Foundation	54			54
Undergraduate	11563	87		11650
Undergraduate Validated			109	109
Undergraduate Visiting	926			926
Grand Total	12543	87	109	12739

Table B1(d): Postgraduate Student Body 2016/17 by Mode of Attendance

	Mode of Attendance					Grand Total
	Full-Time	Module Standalone	On-line	Part-Time	Validated for Another Institution	
Postgraduate Doctorate	1283			223		1506
Postgraduate Module		117				117
Postgraduate Research	49			26		75
Postgraduate Taught	1559		102	1388		3049
Postgraduate Validated					58	58
Postgraduate Visiting	45			40		85
Postgraduate Visiting Research Masters	1					1
Grand Total	2937	117	102	1677	58	4891

Figure B1: Comparative Analysis of Composition of TCD Student Body 2016/17 vs 2012/13 (by headcount)

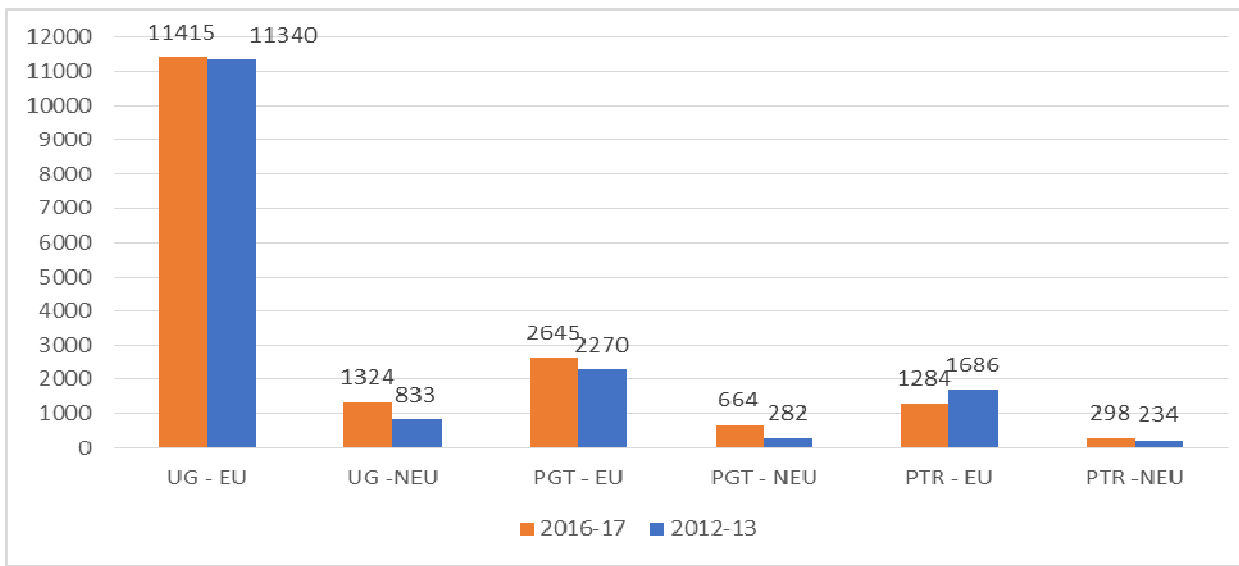


Figure B2: Comparative Analysis of Composition of TCD Student Body 2016/17 vs 2012/13 (as a %)

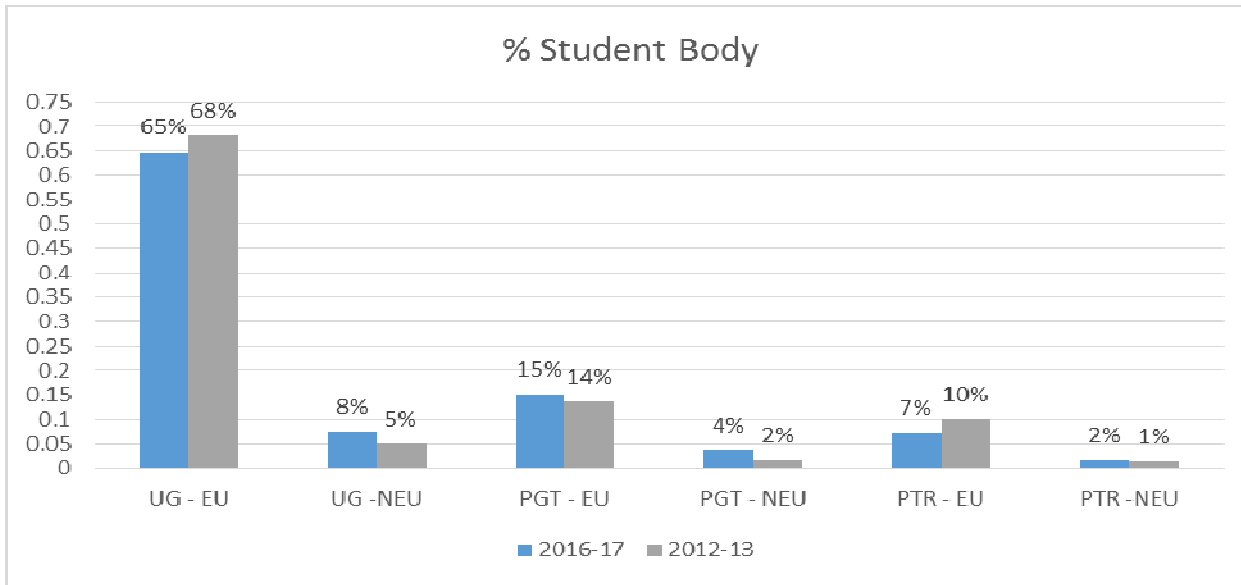
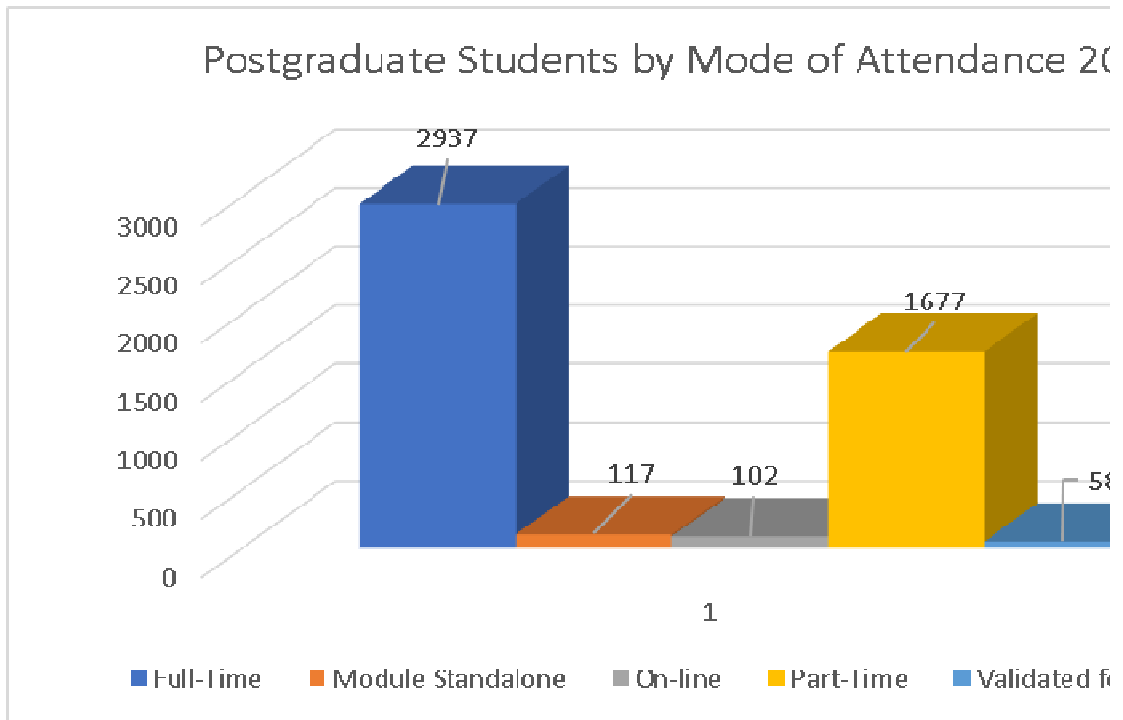


Figure B3: Postgraduate Students Registered by Mode of Attendance 2016/17



2016/2017

8



or Another Institution

Table B2 Comparative Analysis of Postgraduate Registered Students, 2016/7 – 2012/13

Student Cohorts	2016/17	2015/16	2014/15	2013/14	2012/13
All students admitted to Year 1 of Postgraduate Register	3,066	2,798	2,672	2,463	2,502
PG New entrants to TCD (ie, first time in TCD)	1,946	1,729	1,633	1,593	1,882
Total number of registered postgraduate students	4,891	4,769	4,447	4,309	4,472
Increase or decrease on previous year of registered students	122	322	138	-163	-391
% increase or decrease on previous year	2.60%	7.24%	3.20%	-3.64%	-8.04%

Table B3 Breakdown of Postgraduate students by gender from 2016/17

Course Group	Course Type	Female	Male	Grand Total
Postgraduate Doctorate	Higher Doctorate		1	1
	Professional/Clinical Doctorate	94	29	123
	Research Doctorate	706	632	1338
	Structured Doctorate	26	18	44
Postgraduate Doctorate Total		826	680	1506
Postgraduate Module	Module - Standalone	107	10	117
Postgraduate Module Total		107	10	117
Postgraduate Research	Research Masters	32	43	75
Postgraduate Research Total		32	43	75
Postgraduate Taught	Certificate	182	118	300
	Diploma	135	163	298
	Higher Diploma	53	10	63
	Taught Masters	1507	881	2388
Postgraduate Taught Total		1877	1172	3049
Postgraduate Validated	Performance Doctorate		10	10
	Taught Masters	42	6	48
Postgraduate Validated Total		42	16	58
Postgraduate Visiting	Visiting / for credit only	59	26	85
Postgraduate Visiting Total		59	26	85
Postgraduate Visiting Research Masters	Visiting / for credit only		1	1
Postgraduate Visiting Research Masters Total			1	1
Grand Total		2943	1948	4891

Table B4 (a) Breakdown of Postgraduate students by gender and Faculty Grouping in 2016/17

Faculty	Mode of Attendance	Course Group	Female	Male	Grand Total	
Faculty of Arts, Humanities and Social Sciences	Full-Time	Postgraduate Doctorate	308	184	492	
		Postgraduate Research	6	7	13	
		Postgraduate Taught	759	439	1198	
		Postgraduate Visiting	19	13	32	
	On-line	Postgraduate Taught	44	27	71	
	Part-Time	Postgraduate Doctorate	82	32	114	
		Postgraduate Research	4	5	9	
		Postgraduate Taught	353	214	567	
	Validated for Another Institution	Postgraduate Validated	42	16	58	
	Faculty of Arts, Humanities and Social Sciences Total			1617	937	2554
Faculty of Engineering, Maths and Science	Full-Time	Postgraduate Doctorate	225	348	573	
		Postgraduate Research	7	17	24	
		Postgraduate Taught	118	101	219	
		Postgraduate Visiting	7	6	13	
	Part-Time	Postgraduate Doctorate	13	25	38	
		Postgraduate Research	1	5	6	
		Postgraduate Taught	102	217	319	
Faculty of Engineering, Maths and Science Total			473	719	1192	
Faculty of Health Sciences	Full-Time	Postgraduate Doctorate	153	65	218	
		Postgraduate Research	6	6	12	
		Postgraduate Taught	98	44	142	
		Module Standalone	Postgraduate Module	107	10	117
		On-line	Postgraduate Taught	27	4	31
	Part-Time	Postgraduate Doctorate	45	26	71	
		Postgraduate Research	8	3	11	
		Postgraduate Taught	361	104	465	
		Postgraduate Visiting	33	7	40	
		Faculty of Health Sciences Total			838	269
Multi Faculty	Full-Time	Postgraduate Visiting Research Masters		1	1	
	Part-Time	Postgraduate Taught	15	22	37	
Multi Faculty Total			15	23	38	
Grand Total			2943	1948	4891	

Figure B4 Postgraduate Gender by Faculty 2016/2017

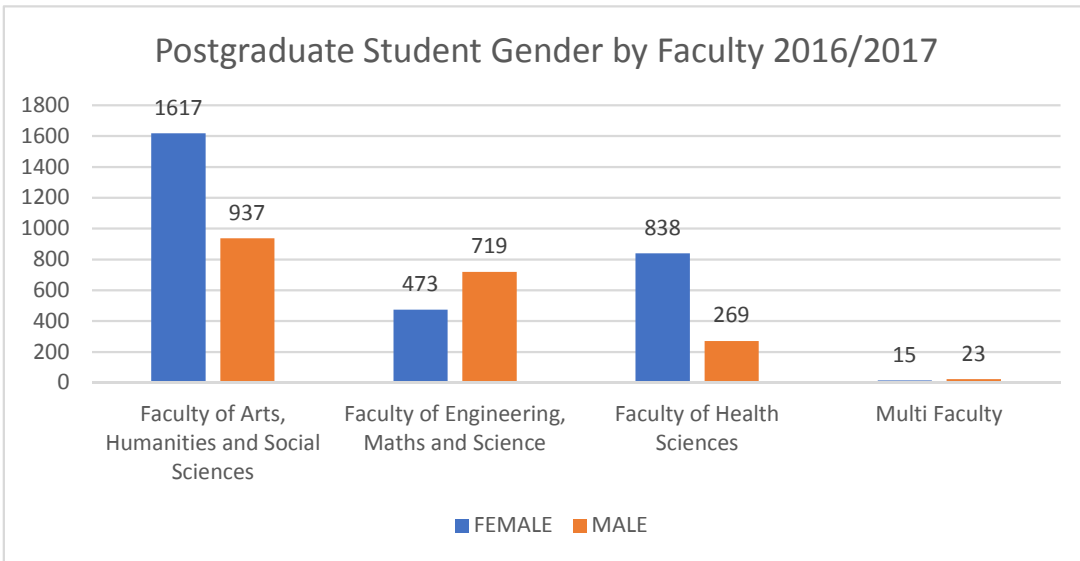
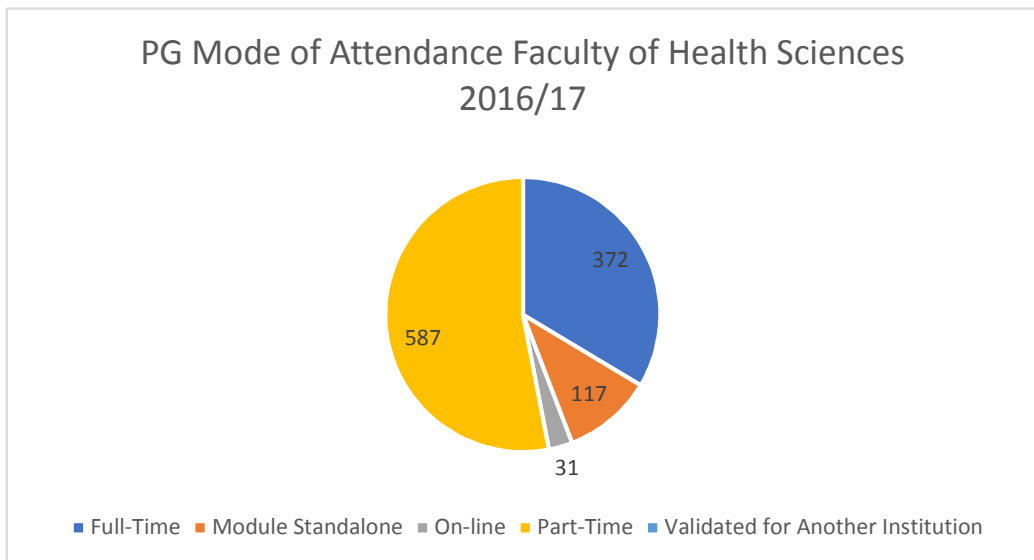
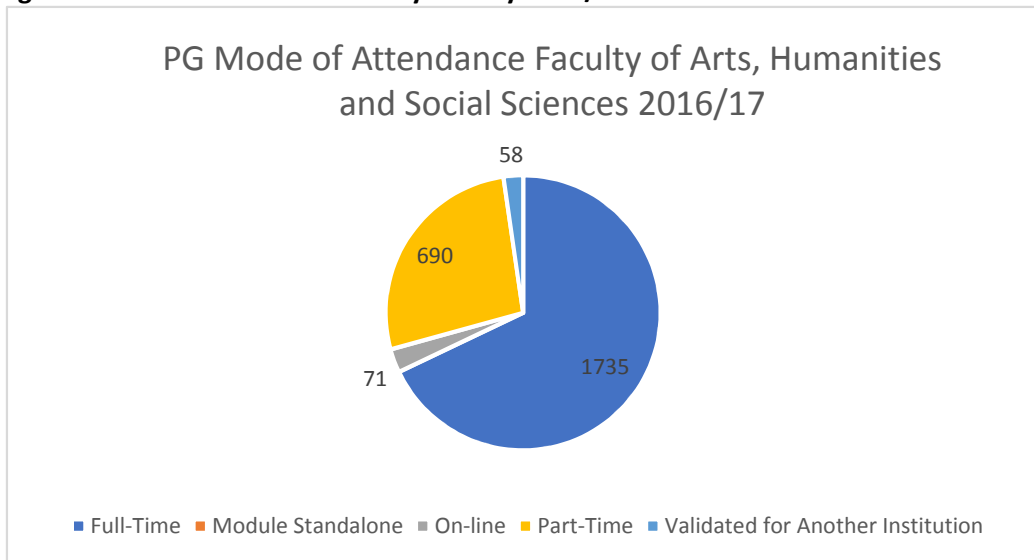
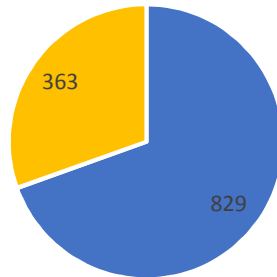


Figure B5 (a) Postgraduate Mode of Attendance by Faculty 2016/17

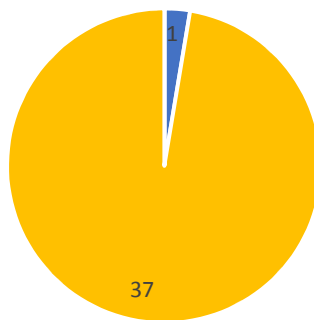


PG Mode of Attendance Faculty of Engineering, Maths and Science 2016/17



■ Full-Time ■ Module Standalone ■ On-line ■ Part-Time ■ Validated for Another Institution

PG Mode of Attendance Multi Faculty 2016/17



■ Full-Time ■ Module Standalone ■ On-line ■ Part-Time ■ Validated for Another Institution

Table B5: Breakdown of Taught Postgraduate students by gender and Faculty Grouping in 2016/17

Faculty	PGT Course Type	Female				Male				Grand Total
		Full-Time	On-line	Part-Time	Total	Full-Time	On-line	Part-Time	Total	
Faculty of Arts, Humanities and Social Sciences	Certificate			88	88			48	48	136
	Diploma	17	37	23	77	7	12	8	27	104
	Higher Diploma	23			23	9			9	32
	Taught Masters	719	7	242	968	423	15	158	596	1564
Faculty of Arts, Humanities and Social Sciences Total		759	44	353	1156	439	27	214	680	1836
Faculty of Engineering, Maths and Science	Certificate			38	38			40	40	78
	Diploma	1		29	30	6		124	130	160
	Taught Masters	117		35	152	95		53	148	300
Faculty of Engineering, Maths and Science Total		118		102	220	101		217	318	538
Faculty of Health Sciences	Certificate		22	19	41		4	4	8	49
	Diploma		4	24	28			6	6	34
	Higher Diploma	30			30	1			1	31
	Taught Masters	68	1	318	387	43		94	137	524
Faculty of Health Sciences Total		98	27	361	486	44	4	104	152	638
Multi Faculty	Certificate			15	15			22	22	37
Multi Faculty Total				15	15			22	22	37
Grand Total		975	71	831	1877	584	31	557	1172	3049

Table B6 Nationality of Postgraduate Students in 2016/17

PG Nationality	Total	PG Nationality	Total
Albanian	1	Kazakhstani	4
American	272	Kenyan	3
Argentinean	3	Korean	15
Armenian	1	Kuwaiti	7
Australian	9	Latvian	4
Austrian	13	Liberian	2
Azerbaijani	1	Libyan	11
Bahraini	1	Lithuanian	7
Bangladeshi	6	Luxembourger	6
Batswana	1	Macauian	1
Belgian	14	Malawian	1
Bosnian	3	Malaysian	18
Brazilian	33	Maltese	5
British	199	Mauritian	2
Bruneian	1	Mexican	16
Bulgarian	5	Moldovan	3
Burundian	1	Mongolian	1
Canadian	53	Montenegro	1
Chilean	2	Nepalese	3
Chinese	165	Nigerian	16
Chinese Hong Kong	5	Norwegian	2
Colombian	3	Omani	3
Congolese	3	Pakistani	15
Costa Rican	2	Palestinian	1
Croatian	5	Paraguayan	2
Cypriot	3	Polish	36
Czech	4	Portuguese	21
Danish	6	Puerto Rican	1
Dutch	19	Romanian	16
Ecuadorean	1	Russian	10
Egyptian	8	Saudi	43
Emirati	1	Singaporean	6
Estonian	1	Slovakian	3
Filipino	3	Slovenian	2
Finnish	4	South African	10
French	77	Spanish	55
German	126	Sri Lankan	4
Ghanaian	4	Sudanese	5
Greek	17	Swedish	7
Guatemalan	1	Swiss	3
Hungarian	8	Syrian	2
Icelander	1	Taiwanese	4
Indian	200	Thai	4
Indonesian	3	Togolese	2
Iranian	13	Turkish	17
Iraqi	3	Ukrainian	3
Irish	3054	Venezuelan	1
Israeli	1	Vietnamese	8

Italian	99	Zambian	1
Japanese	9	Zimbabwean	3
Jordanian	7	4891	
Grand Total			

Table B7 Domiciliary Origin of Full Student Body, 2016/2017

Country of Domicile	Student Total	Country of Domicile	Student Total
ARGENTINA	4	LITHUANIA	5
ARMENIA	1	LUXEMBOURG	24
AUSTRALIA	50	MACAO	2
AUSTRIA	31	MALAWI	1
AZERBAIJAN	1	MALAYSIA	126
BAHRAIN	4	MALTA	8
BANGLADESH	7	MAURITIUS	7
BELARUS	1	MEXICO	18
BELGIUM	63	MOLDOVA	2
BHUTAN	1	MONACO	1
BOLIVIA	2	MONGOLIA	1
BOSNIA & HERZEGOVINA	2	MONTENEGRO	1
BRAZIL	35	MOROCCO	2
BRUNEI DARASSALAM	6	NEPAL	4
BULGARIA	3	NEW CALEDONIA	1
BURUNDI	1	NIGERIA	14
CAMEROON	1	NORWAY	10
CANADA	190	OMAN	10
CAYMAN ISLANDS	2	PAKISTAN	21
CHILE	2	PARAGUAY	2
CHINA	218	PHILIPPINES	10
COLOMBIA	3	POLAND	24
CONGO	3	PORTUGAL	13
COSTA RICA	2	PUERTO RICO	1
CROATIA	5	QATAR	1
CYPRUS	5	REP OF KOREA	15
CZECH REPUBLIC	8	REPUBLIC OF KOSOVO	1
DENMARK	12	ROMANIA	19
ECUADOR	1	RUSSIAN FEDERATION	38
EGYPT	8	SAUDI ARABIA	44
ESTONIA	1	SERBIA	4
FINLAND	22	SINGAPORE	215
FRANCE	314	SLOVAKIA	4
GERMANY	243	SLOVENIA	2
GHANA	3	SOMALIA	1
GREECE	19	SOUTH AFRICA	19
GRENADA	1	SPAIN	102
GUATEMALA	1	SRI LANKA	3
GUINEA	1	SUDAN	3
HONG KONG	33	SWEDEN	23
HUNGARY	10	SWITZERLAND	25
ICELAND	2	SYRIAN ARAB REPUBLIC	1
INDIA	264	TAIWAN REPUBLIC OF CHINA	4
INDONESIA	2	THAILAND	4
IRAN ISLAMIC REPUBLIC OF	15	THE NETHERLANDS	42
IRAQ	4	TOGO	1
IRELAND	13600	TRINIDAD & TOBAGO	5
ISRAEL	1	TURKEY	16

ITALY	130	UKRAINE	11
JAPAN	24	UNITED ARAB EMIRATES	8
JORDAN	9	UNITED KINGDOM	460
KAZAKHSTAN	3	UNITED STATES OF AMERICA	828
KENYA	5	VENEZUELA	2
KUWAIT	15	VIETNAM	9
LATVIA	2	ZAMBIA	1
LIBERIA	2	ZIMBABWE	4
LIBYAN ARAB JAMAHIRIYA	9	Grand Total	17630

Figure C1: No. of students billed by the Academic Registry 2017, 2016

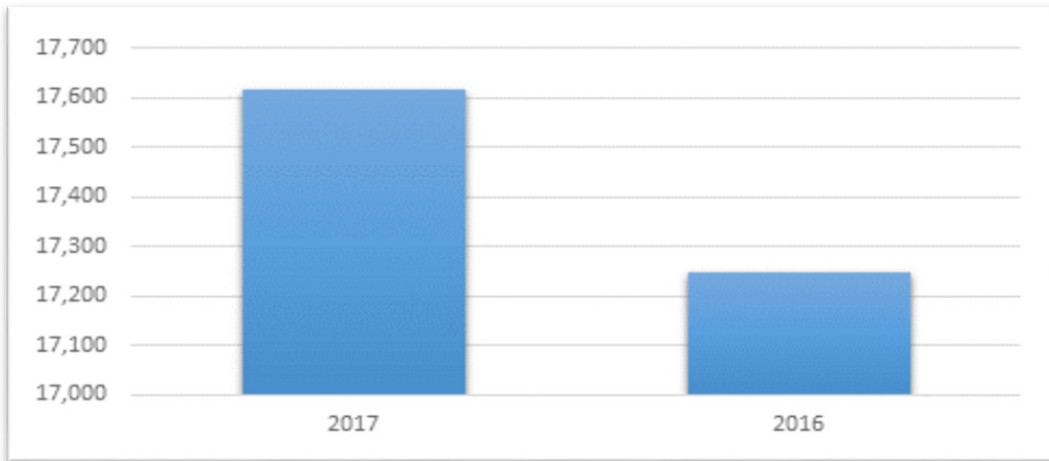


Figure C2: Total amount of Tuition Fee Income in €(,000), 2017, 2016

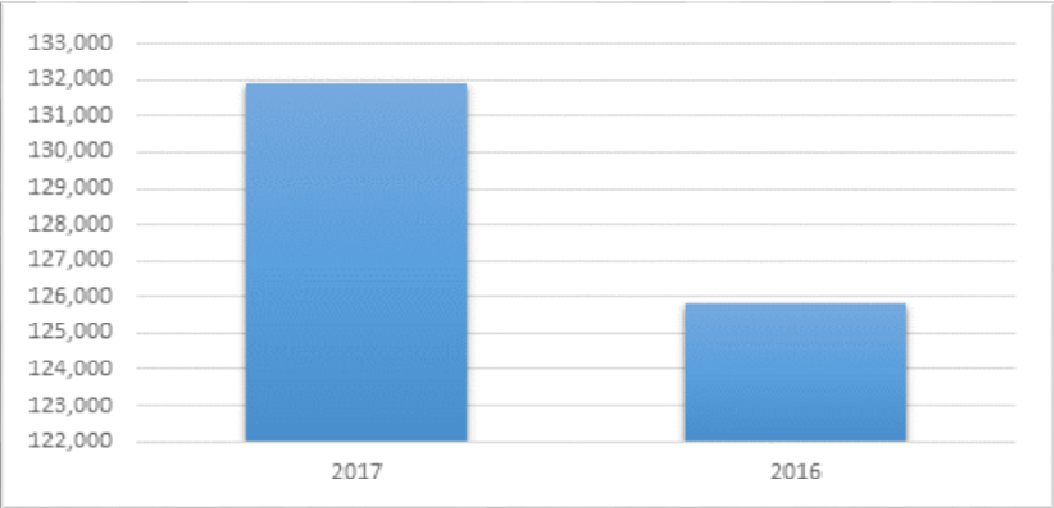
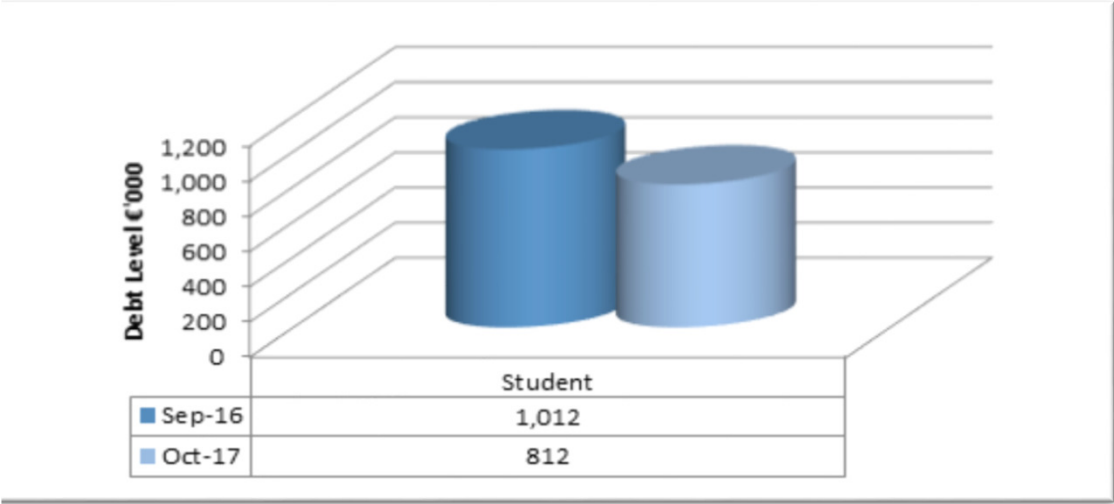


Figure C3 : External Student Debt (excl HEA), 2017, 2016



Case Mgt. Dashboard

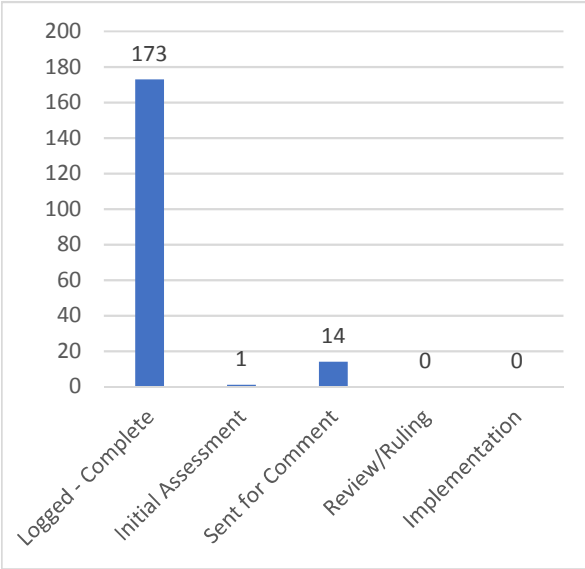
Prepared by Records and Case Mgt. Lead

UG and PG Case Management 2017

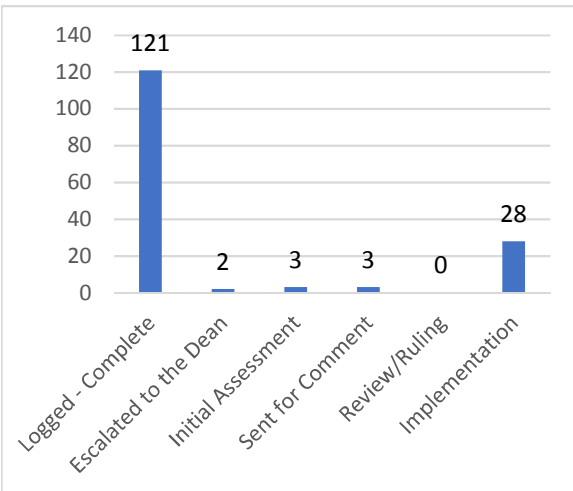
1. Length of Time Case Open (UG and PG)

Day Range -->	0-30	31-60	61-90	91-120	121+	Total
Under Graduate	60	24	7	91	1	183
Post Graduate	123	6	2	1	25	157
Total	183	30	9	92	26	340

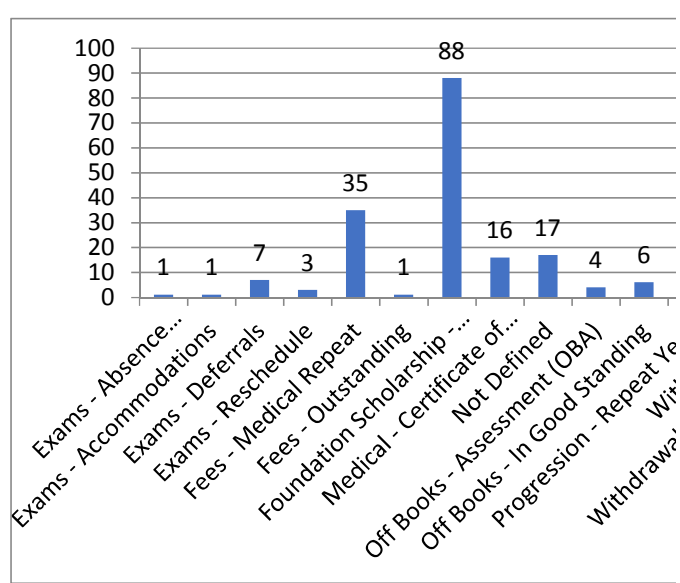
2. Stage of Completion - UG Open Cases



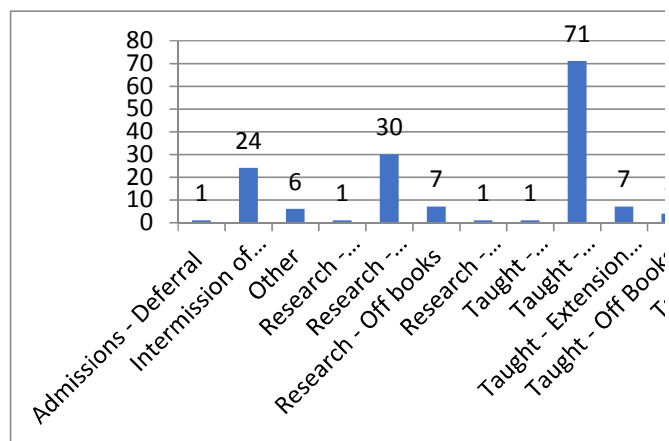
3. Stage of Completion - PG Open Cases



4. UG Open Cases by Type



5. PG Open Cases by Type



6. UG Cases Logged & Closed (Year-on-Year Comparison)

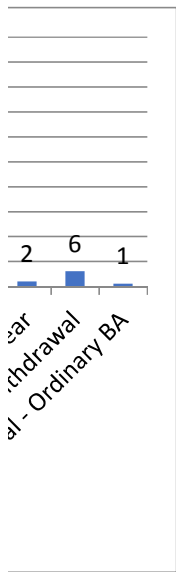
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
UG logged 15/16	302	214	3	150	158	169	116	170	382
UG logged 16/17	324	190	141	80	129	67	130	258	362
UG Closed 15/16				101	96	160	62	145	346
UG Closed 16/17	296	163	170	96	123	94	109	132	359

7. PG Cases Logged & Closed each Month (Year-on-Year Comparison)

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PG Logged 15/16	-	-	-	-	-	-	97	25	37
PG Logged 16/17	38	72	20	24	55	30	47	41	28
PG Closed 15/16	-	-	-	-	-	-	88	26	13
PG Closed 16/17	31	102	35	29	45	36	44	20	37

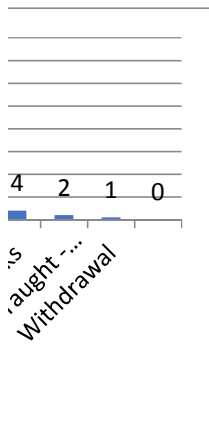
8. UG Cases Closed Cumulative (No. & Avg.)

Admissions - Transfers	1	34
Exams - Absence	11	17
Exams - Absence(Without Permission)	4	23
Exams - Accommodations	147	3
Exams - Deferrals	445	10
Exams - Reschedule	48	4
Fees - Medical Repeat	107	37
Fees - Outstanding	11	41
Foundation Scholarship - Deferrals	10	10
Foundation Scholarship - Intermit	101	157
Medical - Certificate of Fitness	55	13
Not Defined	381	13
Off Books - Assessment (OBA)	109	13
Off Books - In Good Standing	169	12
Progression - Mark Change	401	3
Progression - Repeat Year	24	4
Withdrawal	295	5
Withdrawal - Ordinary BA	45	5



9. PG Cases Closed August (No. & Avg. Days)

Admissions - Change of Fee Status	1	6
Admissions - Deferral	44	6
Admissions - Withdrawal Pre-Registration	7	14
Exam Accommodation	1	3
Intermission of Scholarship	1	81
Other	22	17
Research - Change of Supervisor	7	13
Research - Change of Supervisor and School	3	25
Research - Continuation Year	26	17
Research - Course Transfer (Full to Part)	1	134
Research - Course Transfer (Master to Ph.D)	6	28
Research - Course Transfer (Ph.d to Master)	5	9
Research - Extension	3	15
Research - Extension to Submit	101	12
Research - Off books	54	21
Research - Readmission	22	13
Taught - Examination Request	25	15
Taught - Extension to submit	17	7
Taught - Off Books	65	25
Taught - Off Books Taking Assessment	1	15
Taught - Readmission	20	10
Withdrawal	47	10



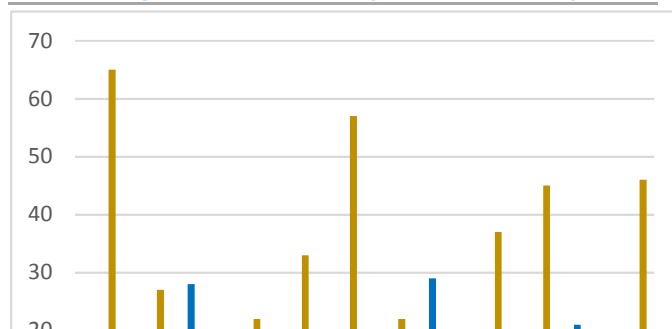
Comparison)

Jun	Jul	Aug	Total
346	147	214	2,371
437	216	160	2,494
181	318	190	1,599
452	212	158	2,364

Year Comparison)

Jun	Jul	Aug	Total
2	16	68	245
34	41	135	565
12	25	62	226
25	42	33	479

10. Average Time to Close (Routine/Non-R.)



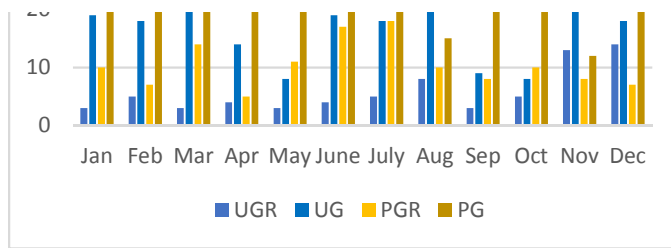


Table D1: Undergraduate Student Cases - Logged and Closed 2016/17 vs 2015/16

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
UG Logged 16/17	324	190	141	80	129	67	130	258
UG Closed 16/17	296	163	170	96	123	94	109	132
UG Logged 15/16	302	214	3	150	158	169	116	170
UG Closed 15/16	-	-	-	101	96	160	62	145

Extracted from Student Cases KPI Dashboard, Appendices, Figure D1

May	Jun	Jul	Aug	Total
362	437	216	160	2,494
359	452	212	158	2,364
382	346	147	214	2,371
346	181	318	190	1,599

Table D2: Undergraduate Student Cases Closed by Case Type 2016/17

Case Type	Number of Cases	Number of Days
Admissions - Transfers	1	34
Exams – Absence (With Permission)	11	17
Exams – Absence (Without Permission)	4	23
Exams - Accommodations	147	3
Exams - Deferrals	445	10
Exams - Reschedule	48	4
Fees - Medical Repeat	107	37
Fees - Outstanding	11	41
Foundation Scholarship - Deferrals	10	10
Foundation Scholarship - Intermit	101	157*
Medical - Certificate of Fitness	55	13
Not Defined	381	13
Off Books - Assessment (OBA)	109	13
Off Books - In Good Standing	169	12
Progression - Mark Change	401	3
Progression - Repeat Year	24	4
Withdrawal	295	5
Withdrawal - Ordinary BA	45	5
Total Cases	2,364	

Extracted from Student Cases KPI Dashboard, Appendices, Figure D1

Table D3: Postgraduate Student Cases - Logged and Closed 2016/17 vs 2015/16

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
PG Logged 16/17	38	72	20	24	55	30	47	41	28	34	41	135	565
PG Closed 16/17	31	102	35	29	45	36	44	20	37	25	42	33	479
PG Logged 15/16	-	-	-	-	-	-	97	25	37	2	16	68	245
PG Closed15/16	-	-	-	-	-	-	88	26	13	12	25	62	226

Extracted from Student Cases KPI Dashboard, Appendices, Figure D1

Table D4: Postgraduate Student Cases –Closed by Case Type 2016/17

Case Type	Number of Cases	Number of Days
Admissions - Change of Fee Status	1	6
Admissions - Deferral	44	6
Admissions - Withdrawal Pre-Registration	7	14
Exam Accommodation	1	3
Intermission of Scholarship	1	81
Other	22	17
Research - Change of Supervisor	7	13
Research - Change of Supervisor and School	3	25
Research - Continuation Year	26	17
Research - Course Transfer (Full to Part)	1	134
Research - Course Transfer (Master to Ph.D)	6	28
Research - Course Transfer (Ph.d to Master)	5	9
Research - Extension	3	15
Research - Extension to Submit	101	12
Research - Off books	54	21
Research - Readmission	22	13
Taught - Examination Request	25	15
Taught - Extension to submit	17	7
Taught - Off Books	65	25
Taught - Off Books Taking Assessment	1	15
Taught - Readmission	20	10
Withdrawal	47	10
Total Cases	479	

Extracted from Student Cases KPI Dashboard, Appendices, Figure D1

Figure D2: Reasons for Undergraduate Students going off-books, 2016-17, 2015-16, 2014-15

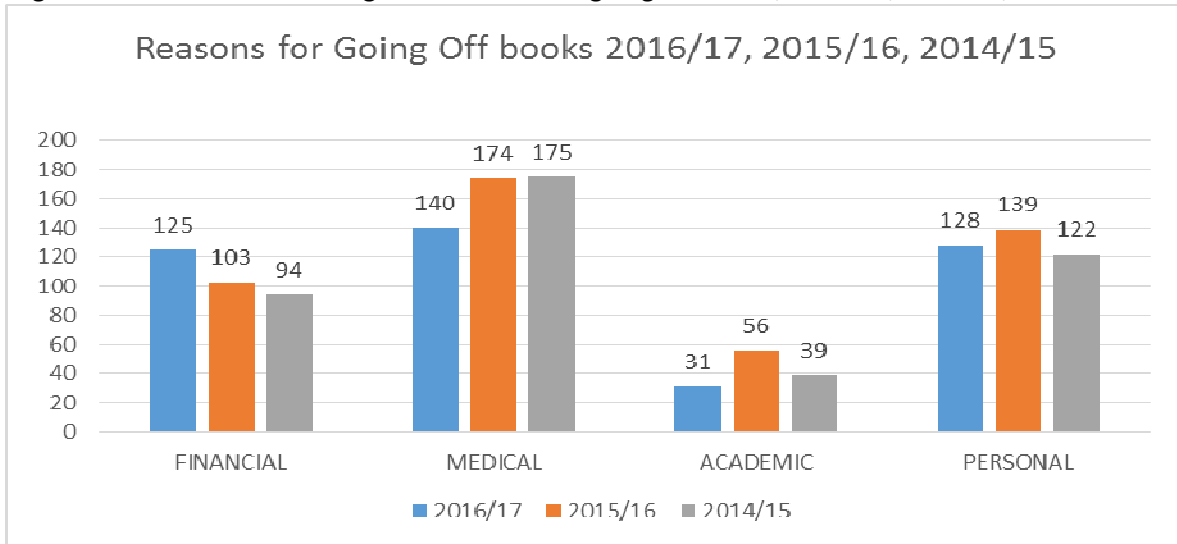


Table D5: Breakdown of Examination Sittings

Examinations	2016/17	2015/16	2014/15	2013/14	2012/13
Annuals	61,046	75,778	75,966	75,186	69,270
Supplementals	3,926	4,260	4,281	4,816	4,266
Specials	109	147	129	136	192
Term Tests	5,509	5,533	3197	3,418	2,945
Foundation Scholarship	5,315	2,653	2,661	2,391	3,015
Others *	480	531	377	541	867
Totals	76,385	88,902	86,611	86,488	80,555

Table D6: Rescheduled Examinations, 2017 - 2013

Detail	2017	2016	2015	2014	2013
Number of Students	27	57	68	57	39
Number of Papers	29	56	71	55	43
Number of Departments	18	26	24	23	22
Number of Courses	16	28	34	35	20

Table D7: UG Students requiring alternative examination arrangements 2017-2012

Detail	2017	2016	2015	2014	2013
Number of Students	126	64	46	41	37
Number of Papers	421	270	229	154	143
Number of Departments	44	40	33	33	32
Number of Courses	45	64	25	31	27

Table D7: UG Students requiring alternative examination arrangements 2017-2012

Detail	2017	2016	2015	2014	2013
Number of Students	126	64	46	41	37
Number of Papers	421	270	229	154	143
Number of Departments	44	40	33	33	32
Number of Courses	45	64	25	31	27

Table D8: Number of Foundation and Non-Foundation Scholarships Awarded 2017, 2016, 2015

	FAHSS			FEMS		
	2017	2016	2015	2017	2016	2015
Female	10	9	12	6	5	5
Male	5	11	12	19	10	15
Total	15	20	24	25	15	20

FHS			MF		
2017	2016	2015	2017	2016	2015
12	9	11	1	2	4
1	4	6	1	1	3
13	13	17	2	3	7

Table D9 Plagiarism Recorded on a Student Record by Course, 2015/16, 2016/17

School	Discipline	Course	2015/16				2016/17				
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total
AHSS, Education	Education	UBED-MEDU-1F-Music Education		2		2	1				1
		PTED-EDPM-1F-Professional Masters Education (P.M.E.)				0	9				9
						0					0
AHSS, English	English	UBTS-ENPI-1F-TSM English Literature and Philosophy	1			1					0
		UBEN-ENGS-1F-English Studies				0	3				3
		UBLL-IRIS-1F-Irish Studies				0			1		1
		UBTS-CCEN-1F-TSM Classical Civilisation and English Literature				0	1				1
		UBTS-ENFR-1F-TSM English Literature and French				0	1		1		2
						0					0
AHSS, Languages, Literatures and Cultural Studies	French	UBTS-ENFR-1F-TSM English Literature and French				0				1	1
		UBTS-FRMI-1F-TSM French and Modern Irish				0	1				1
					0						0
AHSS, Law	Law	UBLW-LAWS-1F-Law		2		2	2	1	2		5
					0						0
AHSS, Psychology	Psychology	UBTS-ITPS-1F-TSM Italian and Psychology		1		1					0
AHSS, Social Sciences and Philosophy	Economics	UBBE-BESS-1F-Economic and Social Studies				0	2				2
					0					0	
	Philosophy	UBSP-PHIL-1F-Philosophy				0			1		1
	Political Science	UBAH-HIPO-1F-History and Political Science			1	1					0
	Sociology	UBSW-SSPO-1F-Sociology and Social Policy				0	1				1
		UBTS-HISO-1F-TSM History and Sociology				0	2				2
					0					0	
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science				0					0
AHSS, Social Work and Social Policy	Social Work and Social Policy	UBSW-SOCS-1F-Social Studies			1	1		4	2		6
		UBSW-SSPO-1F-Sociology and Social Policy		1		1					0
		UVAH-AHSS-1F-Undergraduate Visiting Students Arts, Humanities and Social Science				0					0

Table D9 Plagiarism Recorded on a Student Record by Course, 2015/16, 2016/17

School	Discipline	Course	2015/16				2016/17				
			Level 1	Level 2	Level 3	Total	Level 1	Level 2	Level 3	Level 4	Total
EMS, Computer Science and Statistics	Computer Systems	UICS-ICSC-1F-Computer Science				0		1			1
EMS, Mathematics	Mathematics	UBES-TPHY-1F-Theoretical Physics				0	1				1
HS, Medicine	Radiation Therapy	UBMD-RTHY-1F-Radiation Therapy		1		1					0
HS, Nursing and Midwifery	General Nursing	PTNM-NURS-1P-Nursing		1		1					0
		UBNM-MIDW-1F-Midwifery	1			1					0
		UBNM-NURS-1F-Nursing			1	1					0
		PTNM-ANED-1P-Nursing (Advanced Nurse Practitioner Strand-				0		1			1
		PTNM-CHSE-1P-Clinical Health Sciences Education				0	1				1
		PTNM-NURS-1F-Nursing				0		1			1
		UBNM-CGNU-1F-Children's and General Nursing				0	1				1
HS, Pharmacy and Pharmaceutical Sciences	Pharmacy and Pharmaceutical Sciences	UBPH-PHAR-1F-Pharmacy		1		1					0
			2	9	3	14	23	11	7	1	42

Table D10 Distribution of Grades achieved by course at undergraduate degree examination in 2016/17

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences											
Acting	8			8						16	50.0%
Ancient and Medieval History and Culture		6	3							9	0.0%
BESS - Business	21			59				1		81	25.9%
BESS - Business and Economics	11	57	5		1			1		75	14.7%
BESS - Business and Political Science	1	13	1							15	6.7%
BESS - Economics	1	11	4		1					17	5.9%
BESS - Economics and Political Science	1	3								4	25.0%
BESS - Economics and Sociology		3								3	0.0%
BESS - Political Science	1									1	100.0%
BESS - Political Science and Sociology		2								2	0.0%
BESS - Sociology		1	1							2	0.0%
BESS - Sociology and Business	4	17	1							22	18.2%
Business Studies and a Language	6			33	1			2		42	14.3%
Catholic and Theological Studies		3				1				4	0.0%
Classics	2	2								4	50.0%
Clinical Speech and Language Studies	5			24	1					30	16.7%
Deaf Studies	3			8	1			1		13	23.1%
Drama and Theatre Studies	6	11	2							19	31.6%
Early and Modern Irish			2		2					4	0.0%
Education (Validated)	3			26						29	10.3%
English Studies	10	31	2							43	23.3%
European Studies	10	32	2							44	22.7%
History	4	30	3							37	10.8%
History and Political Science	8	17								25	32.0%
Irish Studies		4	5		1			1		11	0.0%
Law	16			80						96	16.7%
Law and Business	10			11						21	47.6%
Law and French				11						11	0.0%
Law and German	4			8						12	33.3%
Law and Political Science	6			11						17	35.3%
Music	2	9	1					1		13	15.4%
Music Education	1			9						10	10.0%
Philosophy	5			9						14	35.7%
Philosophy and Political Science	3	5	3					1		12	25.0%
Philosophy, Political Sci, Economics and Sociology	10	23	1					2		36	27.8%
Psychology	18	12	3							33	54.5%
Social Studies	6			37						43	14.0%
Sociology and Social Policy	3	19	4							26	11.5%
World Religions and Theology	1	3	1		1					6	16.7%
Grand Total	190	314	44	334	9	1	0	10	0	902	21.1%
Percentage distribution	21.1%	34.8%	4.9%	37.0%	1.0%	0.1%	0.0%	1.1%	0.0%	100.0%	

Table D10 Distribution of Grades achieved by course at undergraduate degree examination in 2016/17

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Engineering, Mathematics and Science											
Chemistry with Molecular Modelling			2							2	0.0%
Computer Science - Integrated [†]	30	15	3					16	16	80	37.5%
Earth Sciences	1	5	5							11	9.1%
Engineering - Double Diploma Mechanical Engineering	1			4						5	20.0%
Engineering - Integrated [†]	77			126	5	1		16	89	314	24.5%
Engineering and Management - Integrated [†]	2			12				1	5	20	10.0%
Human Genetics	2	11								13	15.4%
Information Systems	11			10				2		23	47.8%
Management Science and Information System Studies	9	14	2							25	36.0%
Mathematics	13	7	3					2		25	52.0%
Medicinal Chemistry	8	9	5		3					25	32.0%
Nanoscience Physics and Chemistry of Adv. Materials	10	2	4							16	62.5%
Science	61	168	40		5	1		10		285	21.4%
Theoretical Physics	10	7	6		1					24	41.7%
Grand Total	235	238	70	152	14	2	0	47	110	868	27.1%
Percentage distribution	27.1%	27.4%	8.1%	17.5%	1.6%	0.2%	0.0%	5.4%	12.7%	100.0%	
Faculty of Health Sciences #											
Children's and General Nursing	3			13				1		17	17.6%
Diagnostic Radiography (Joint Degree - SIT)	7			17				1		25	28.0%
Human Health and Disease	8			14						22	36.4%
Human Nutrition and Dietetics (Joint Degree- DIT)	12			7				1		20	60.0%
Midwifery	1			23	1	1		3		29	3.4%
Nursing	30			120	18	1		10		179	16.8%
Occupational Therapy	5			68						73	6.8%
Pharmacy	11			41	1			2		55	20.0%
Physiotherapy	4			109	1			1		115	3.5%
Radiation Therapy	5			19				2		26	19.2%
Grand Total	86	0	0	431	21	2	0	21	0	561	15.3%
Percentage Distribution	15.3%	0.0%	0.0%	76.8%	3.7%	0.4%	0.0%	3.7%	0.0%	100.0%	

Table D10 Distribution of Grades achieved by course at undergraduate degree examination in 2016/17

2016/17	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Multi-Faculty											
Computer Science and Business	7	16	2		1					26	26.9%
Computer Science and Language	6	4				1		1		12	50.0%
Political Science and Geography	1	9	1					3		14	7.1%
Two Subject Moderatorship	67	203	45		1	2		5		323	20.7%
Grand Total	81	232	48	0	2	3	0	9	0	375	21.6%
Percentage Distribution	21.6%	61.9%	12.8%	0.0%	0.5%	0.8%	0.0%	2.4%	0.0%	100.00%	
College Total #	592	784	162	917	46	8	0	87	110	2706	21.9%
Percentage Distribution	21.9%	29.0%	6.0%	33.9%	1.7%	0.3%	0.00%	3.2%	4.1%	100.0%	
Cumulative percentage distribution	21.9%	50.8%	56.8%	90.7%	92.4%	92.7%	92.7%	95.9%	100.0%	100.0%	
Faculty of Health Sciences - Dental Science and Medicine											
Dental Science	1	n/a		22		11		1		35	3%
Dental Technology						3		3		6	0%
Medicine	14			107		42		4		167	8%
Dental Science / Medicine Total	15			129	0	56	0	8	0	208	7%
Percentage Distribution	7.2%			62.0%	0.0%	26.9%	0.0%	3.8%	0.0%	100.00%	
Grand Total	607	784	162	1046	46	64	0	95	110	2914	
Percentage Distribution	20.8%	26.9%	5.6%	35.9%	1.6%	2.2%	0.00%	3.3%	3.8%	100.0%	
Cumulative percentage distribution	20.8%	47.7%	53.3%	89.2%	90.8%	93.0%	93.0%	96.2%	100.0%	100.0%	

† Indicates UG students where the intended final award is Masters Level, i.e. M.C.S./M.A.I. includes 5th Year results for UG Degree and Masters and exiting 4th year degree results

*Other includes Awaiting Result, Result Unknown

**Includes students awarded an Ordinary B.A. At the end of their JS year in 2013/14

excl Medicine & Dental Science

Table D11 Distribution of Grades achieved by course at undergraduate degree examination in 2015/16

2015/16	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Arts, Humanities & Social Sciences											
Acting	7			8				1		16	43.8%
Ancient and Medieval History and Culture	1	9	4							14	7.1%
BESS - Business	10		55							65	15.4%
BESS - Business and Economics	17	60	6		1			2		86	19.8%
BESS - Business and Political Science	2	16	1					1		20	10.0%
BESS - Economics	8	16	4			1				29	27.6%
BESS - Economics and Political Science		7	2							9	0.0%
BESS - Economics and Sociology	1	2								3	33.3%
BESS - Political Science	1	1								2	50.0%
BESS - Political Science and Sociology		2	1							3	0.0%
BESS - Sociology	1		1							2	50.0%
BESS - Sociology and Business	2	13	1			1				17	11.8%
Business Studies and a Language	7			40				1		48	14.6%
Classics	1									1	100.0%
Clinical Speech and Language Studies	6			21				1		28	21.4%
Deaf Studies	3			8		1				12	25.0%
Drama and Theatre Studies	6	14								20	30.0%
Early and Modern Irish			3							3	0.0%
Education (Validated)	1			30						31	3.2%
English Studies	14	27	1							42	33.3%
European Studies	8	21	3			1				33	24.2%
History	4	21	7							32	12.5%
History and Political Science	6	18	5			1				30	20.0%
Irish Studies		6	9							15	0.0%
Law	17			76	1	1		1		96	17.7%
Law and Business	11			14						25	44.0%
Law and French	3			6		1		1		11	27.3%
Law and German	4			8						12	33.3%
Law and Political Science	10			9				1		20	50.0%
Music	3	11	4							18	16.7%
Music Education	4			3						7	57.1%
Philosophy	5	5	2							12	41.7%
Philosophy and Political Science		3								3	0.0%
Philosophy, Political Sci, Economics and Sociology	15	14	4							33	45.5%
Psychology	8	19								27	29.6%
Social Studies	2			42						44	4.5%
Sociology and Social Policy	1	11	7			1				20	5.0%
World Religions and Theology	1	11	2							14	7.1%
Grand Total	190	307	122	265	2	8	0	9	0	903	21.0%
Percentage distribution	21.0%	34.0%	13.5%	29.3%	0.2%	0.9%	0.0%	1.0%	0.0%	100.0%	

Table D11 Distribution of Grades achieved by course at undergraduate degree examination in 2015/16

2015/16	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters†	Total	% First Class by Course
Faculty of Engineering, Mathematics and Science											
Chemistry with Molecular Modelling			2		2					4	0.0%
Computer Science - Integrated	11	14	9		2	9		17	8	70	15.7%
Earth Sciences	3	8	2							13	23.1%
Engineering - Double Diploma Mechanical Engineering	1			1				7		9	11.1%
Engineering - Integrated	46			88	1	3		11	84	233	19.7%
Engineering and Management - Integrated				7		6			5	18	0.0%
Human Genetics	4	6	1							11	36.4%
Information Systems	6			13				1		20	30.0%
Management Science and Information System Studies	9	11	4		2			2		28	32.1%
Mathematics	26	12	5							43	60.5%
Medicinal Chemistry	4	7	9		1					21	19.0%
Nanoscience Physics and Chemistry of Adv. Materials	2	9	2							13	15.4%
Science	47	160	67		6	2		6		288	16.3%
Theoretical Physics	12	8	2							22	54.5%
Grand Total	171	235	103	109	14	20	0	44	97	793	21.6%
Percentage distribution	21.6%	29.6%	13.0%	13.7%	1.8%	2.5%	0.0%	5.5%	12.2%	100.0%	
Faculty of Health Sciences #											
Children's and General Nursing	8			10						18	44.4%
Diagnostic Radiography (Joint Degree - SIT)	4			16						20	20.0%
Human Health and Disease	8			19						27	29.6%
Human Nutrition and Dietetics (Joint Degree- DIT)	2							17		19	10.5%
Midwifery	6			29	1	1				37	16.2%
Nursing	33			134	17			3		187	17.6%
Occupational Therapy	14			49		1				64	21.9%
Pharmacy	29			32			1			62	46.8%
Physiotherapy	4			85						89	4.5%
Radiation Therapy	10			19	1					30	33.3%
Grand Total	118	0	0	393	19	2	1	20	0	553	21.3%
Percentage Distribution	21.3%	0.0%	0.0%	71.1%	3.4%	0.4%	0.2%	3.6%	0.0%	100.0%	

Table D11 Distribution of Grades achieved by course at undergraduate degree examination in 2015/16

2015/16	First Class	Second Class First Division	Second Class Second Division	Second Class	Third Class	Pass / Ordinary Degree**	Aegrotat Unclassified Honor	Other*	Masters‡	Total	% First Class by Course
Multi-Faculty											
Business and Computing		5								5	0.0%
Computer Science and Business	6	15	3							24	25.0%
Computer Science and Language	4	6	1							11	36.4%
Political Science and Geography	2	13	5							20	10.0%
Two Subject Moderatorship	66	203	45			4		6		324	20.4%
Grand Total	78	242	54	0	0	4	0	6	0	384	20.3%
Percentage Distribution	20.3%	63.0%	14.1%	0.0%	0.0%	1.0%	0.0%	1.6%	0.0%	100.00%	
College Total #	557	784	279	767	35	34	1	79	97	2633	21.2%
Percentage Distribution	21.2%	29.8%	10.6%	29.1%	1.3%	1.3%	0.04%	3.0%	3.7%	100.0%	
Cumulative percentage distribution	21.2%	50.9%	61.5%	90.7%	92.0%	93.3%	93.3%	96.3%	100.0%	100.0%	
Faculty of Health Sciences - Dental Science and Medicine											
Dental Science	4		12			22		1		39	10%
Dental Technology						2		2		4	0%
Medicine	10			101		43				154	6%
Dental Science / Medicine Total	14	0	12	101	0	67	0	0	0	194	7%
Percentage Distribution	7.2%	0.0%	6.2%	52.1%	0.0%	34.5%	0.0%	0.0%	0.0%	100.00%	
Grand Total	571	784	291	868	35	101	1	79	97	2827	
Percentage Distribution	20.2%	27.7%	10.3%	30.7%	1.2%	3.6%	0.04%	2.8%	3.4%	100.0%	
Cumulative percentage distribution	20.2%	47.9%	58.2%	88.9%	90.2%	93.7%	93.8%	96.6%	100.0%	100.0%	

‡ Indicates UG students where the intended final award is Masters Level, i.e. M.C.S. Computer Science and M.A.I. Engineering

*Other includes Absent, Awaiting Result, , Deferred, Excluded, Fail, Incomplete, Medical Certificate, Repeat Year, Withdrawn, Withheld, Not Satisfactory

**Includes students awarded an Ordinary B.A. At the end of their JS year in 2013/14

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Table C9 Gold medals by Faculty 2016/17, 2016/2015, 2015/2014

Faculty	2016/17		2015/16		2014/15	
	No. First Class Degrees	No. Gold Medals	No. First Class Degrees	No. Gold Medals	No. First Class Degrees	No. Gold Medals
Arts, Humanities and Social Sciences	190	30	0	13	173	17
Engineering, Mathematics and Science	235	70	0	41	158	28
Health Sciences	101	23	0	32	112	21
Multi-Faculty	81	16	0	14	84	1
Total	607	139	0	100	527	67

Table D13

Results of approved Research and Professional Degree Examinations (by Degree) for the past six years to the end of September 2017

Degree	Total approved examinations	Degree awarded (without further revision required)	Minor corrections required	Referred for major revisions	Lower degree awarded	Failed
Ph.D	319	40	256	23	0	0
M.Sc.	36	3	31	1	1	0
M.Litt.	6	0	5	1	0	0
M.D.	12	1	11	0	0	0
D.Ch.Dent.	2	0	2	0	0	0
M.Ch.	0	0	0	0	0	0
M.A.I.	3	0	1	1	0	1
D.Ed.	2	0	1	1	0	0
Sc.D.	1	1	0	0	0	0
Total:	381	45	307	27	1	1
% of Total	100%	11.8%	80.6%	7.1%	0.3%	0.3%

Table D14 Number of research degrees awarded by Faculty Grouping and Degree in 216/17

Faculty	Ph.D.	M.Sc.	M.Litt.	M.D.	M.Dent.Ch.	M.Ch.	M.A.I.	D.Ed.	D.Ch.Dent.	Sc.D.	Total
Arts Humanities and Social Sciences	132	0	5	0	0	0	0	2	0	0	139
Engineering Mathematics and Science	120	15	1	0	0	0	2	0	0	1	139
Health Sciences	67	21	0	12	0	0	0	0	2	0	102
Multi-Faculty	0	0	0	0	0	0	0	0	0	0	0
Total	319	36	6	12	0	0	2	2	2	1	380
%	84%	9%	2%	3%	0%	0%	1%	1%	1%	0%	100%

Degrees Conferred 2016 - 2013

	2016		2015		2014		2013	
	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia	In Person	In Absentia
Primary Degrees								
Moderatorships	1237	89	1191	79	1188	66	1167	71
Bachelor in Arts	342	24	305	31	304	37	237	23
Other Primary Degrees:								
TCD	1356	126	1210	162	1234	137	1159	125
DIT			1				2	
Total Primary Degrees	2935	239	2707	272	2726	240	2565	219
Higher Degrees								
Master in Arts	28	45	38	63	22	52	40	64
Master in Arts (jure officii)	13	6	48	8	36	5	11	1
Other Masters	1374	240	1126	241	1221	250	1016	209
Doctors	382	69	333	33	345	37	385	36
Honorary Degrees	10		9		8		9	
Total Higher Degrees	1807	360	1554	345	1632	344	1461	310
Sub Total	4742	599	4261	617	4358	584	4026	529
Grand Total	5341		4878		4942		4555	
Number of Ceremonies	38		34		34		34	

Table D16 Diploma and Certificate Awards, 2016

Award Type	Absent	Present	Total No. of Candidates
Foundation Studies in Higher Education	1		1
Certificate	3	54	57
Special Purpose Certificate	3	2	5
Diploma	11	128	139
Higher Diploma		36	36
Postgraduate Certificate	69	149	218
Postgraduate Diploma	85	368	453
Professional Diploma		37	37
Total			946

Table D17 Criteria for the award of a Gold Medal

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES		
Ancient and Medieval History and Culture	73% or 75%	Category 5
Biblical and Theological Studies	73% or 75%	Category 5
Business Studies	73%	Category 3
Business Studies and a Language	73%	Category 3
Classics	73% or 75%	Category 5
Clinical Speech and Language Studies	75%	Category 2
Computer Science, Linguistics and a Language	73%	Category 4
Deaf Studies	73%	Category 3
Drama and Theatre Studies	73% or 75%	Category 5
Early and Modern Irish	73% or 75%	Category 5
Economic and Social Studies	73%	Category 3
Education (honors 4th year)	73%	Category 3
English Studies	73% or 75%	Category 5
European Studies	73%	Category 3
Germanic Languages	73%	Category 3
History	73%	Category 3
History and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
History and Political Science (course taken equally for 4 years)	73%	Category 3
Irish Studies	73% or 75%	Category 5
Law	73%	Category 3
Law and Business	73%	Category 3
Law and French	73%	Category 3
Law and German	73%	Category 3
Law and Political Science	73%	Category 3
Mental and Moral Science	73% or 75%	Category 5
Music	73% or 75%	Category 5
Music Education	73%	Category 4
Philosophy	73% or 75%	Category 5
Philosophy and Political Science (course taken as a two part Moderatorship)	73% or 75%	Category 5
Philosophy and Political Science (course taken equally for four years)	73%	Category 3
Philosophy, Political Science, Economics and Sociology	73%	Category 3
Political Science and Geography	73%	Category 3
Psychology	73% or 75%	Category 5
Religions and Theology	73% or 75%	Category 5
Social Studies	73%	Category 3
Sociology and Social Policy	73%	Category 3
Theology (honors 4th year)	73%	Category 3
World Religions and Theology	73% or 75%	Category 5

Table D17 Criteria for the award of a Gold Medal

Course	Minimum overall percentage required to be recommended for the award of a Gold Medal	Category
FACULTY OF ENGINEERING, MATHEMATICS AND SCIENCE		
Business and Computing	73%	Category 3
Chemistry with Molecular Modelling	75%	Category 2
Computer Science (BA)	80%	Category 1
Computer Science (BSc)	80%	Category 1
Earth Sciences	75%	Category 2
Engineering	80%	Category 1
Engineering - Double Diploma	80%	Category 1
Engineering with Management	80%	Category 1
Human Genetics	75%	Category 2
Information Systems (BSc) (hons)	80%	Category 1
Management Science and Information Systems Studies	75%	Category 2
Mathematics	80%	Category 1
Medicinal Chemistry	75%	Category 2
Nanoscience, Physics and Chemistry of Advanced Materials	75%	Category 2
Physics and Chemistry of Advanced Materials	75%	Category 2
Natural Sciences	75%	Category 2
Theoretical Physics	80%	Category 1
FACULTY OF HEALTH SCIENCES		
Children's and General Nursing ¹	75%	Category 8
Dental Science	70%	Category 6
Human Health and Disease	75%	Category 2
Human Nutrition and Dietetics ²	80%	Category 7
Medicine (5-year)	70%	Category 6
Medicine	70%	Category 6
Midwifery (BSc)	75%	Category 8
Nursing (BSc)	75%	Category 8
Occupational Therapy	75%	Category 2
Pharmacy	75%	Category 2
Physiotherapy	75%	Category 2
Radiation Therapy	75%	Category 2
MULTI-FACULTY		
Two Subject Moderatorship - Pattern A	73%	Category 3
Two Subject Moderatorship - Pattern B	73% or 75%	Category 5
Two Subject Moderatorship - Pattern C	73% or 75%	Category 5

New Criteria, as approved by Board on 29 February 2012

¹ The duration of course 457 is 4.5 years and the final degree year is Year 5

² A first class degree is awarded at 75% for the Human Nutrition and Dietetics course and is therefore

Table D18: Gender breakdown of Gold Medals awarded 2016/17 – 2013/14

Gender Breakdown of Gold Medals Awarded				
Gender	2016/17	2015/16	2014/15	2013/14
Male	80	48	34	27
Female	59	52	33	22
Total	139	100	67	49

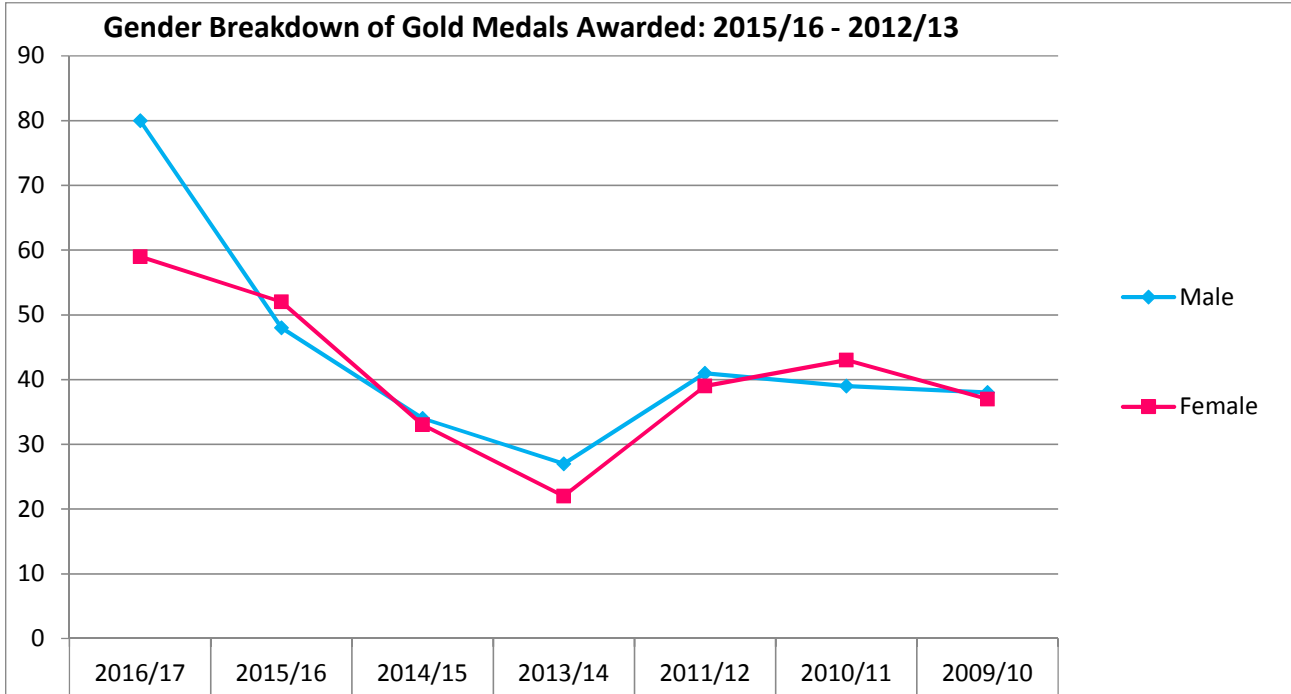


Table D19 Foundation and Non-Foundation Scholarships awarded by course 2017, 2016, 2015

	2017	2017	2017	2016	2016	2016	2015	2015	2015
Faculty / Course	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship
Faculty of Arts, Humanities and Social Sciences									
Ancient and Medieval History and Culture	0	17	0%	0	14	0%	0	11	0%
Business Studies and a Language	0	12	0%	2	43	5%	0	44	0%
Catholic Theological Studies	0	3	0%	0	9	0%	0	0	0%
Classics	0	1	0%	0	4	0%	2	4	50%
Clinical Speech and Language Studies	1	34	3%	0	24	0%	1	30	3%
Deaf Studies	0	13	0%	1	19	5%	1	17	6%
Drama and Theatre Studies	0	15	0%	0	21	0%	0	21	0%
Early and Modern Irish	1	2	50%	0	0	0%	0	1	0%
Economic and Social Studies	2	232	1%	4	238	2%	0	248	0%
English Studies	2	36	6%	0	44	0%	1	43	2%
European Studies	1	39	3%	0	46	0%	0	45	0%
History	0	39	0%	2	36	6%	0	40	0%
History and Political Science	0	25	0%	1	29	3%	2	28	7%
Irish Studies	0	14	0%	0	7	0%	0	10	0%
Law	3	96	3%	1	85	1%	4	99	4%
Law and Business	0	20	0%	1	27	4%	3	22	14%
Law and French	2	14	14%	2	14	14%	0	13	0%
Law and German	0	11	0%	0	15	0%	1	13	8%
Law and Political Science	1	23	4%	1	22	5%	0	19	0%
Music	0	11	0%	0	10	0%	0	14	0%
Music Education	0	7	0%	0	10	0%	0	11	0%
Philosophy (formerly Mental and Moral Science)	0	16	0%	0	15	0%	3	16	19%
Philosophy and Political Science	0	0	0%	0	0	0%	0	0	0%
Philosophy, Political Science, Economics & Sociology	2	32	6%	1	34	3%	3	36	8%
Psychology	0	35	0%	1	28	4%	2	32	6%
World Religions & Theology	0	3	0%	0	7	0%	0	7	0%
Social Studies	0	45	0%	2	42	5%	0	47	0%
Sociology and Social Policy	0	28	0%	1	28	4%	1	28	4%
Total	15	823	2%	20	871	2%	24	899	3%

Table D19 Foundation and Non-Foundation Scholarships awarded by course 2017, 2016, 2015

	2017	2017	2017	2016	2016	2016	2015	2015	2015
Faculty / Course	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship
Faculty of Engineering, Mathematics and Science				0					
Integrated Computer Science	5	72	7%	4	101	4%	1	66	2%
B.Sc (Information Systems) Hons^	0	students are		0	students are		0	22	
Chemistry with Molecular Modelling	0	5	0%	0	5	0%	0	7	0%
Earth Sciences	0	20	0%	0	19	0%	0	13	0%
Engineering (Integrated)	6	163	4%	3	171	2%	6	157	4%
Engineering with Management (Integrated)	0	22	0%	0	23	0%	0	18	0%
Human Genetics	0	11	0%	0	19	0%	0	17	0%
Management Science and Information Systems Studies	1	29	3%	1	36	3%	0	26	0%
Mathematics	3	34	9%	1	35	3%	0	25	0%
Nanoscience, Physics and Chemistry of Advanced Materials	2	26	8%	0	24	0%	3	20	15%
Medicinal Chemistry	0	23	0%	0	23	0%	1	24	4%
Science	8	307	3%	6	301	2%	7	308	2%
Theoretical Physics	0	29	0%	0	28	0%	2	37	5%
Total	25	741	3%	15	785	13%	20	740	3%
Faculty of Health Sciences									
B.Sc. in Children's & General Nursing	0	19	0%	2	17	12%	0	14	0%
B.Sc. Nursing	4	193	2%	2	193	1%	4	193	2%
B.Sc. in Midwifery	0	38	0%	1	33	3%	0	31	0%
Dental Science	2	42	5%	0	45	0%	0	45	0%
Human Nutrition and Dietetics	0	25	0%	0	24	0%	0	22	0%
Medicine	3	179	2%	5	170	3%	5	182	
Occupational Therapy	1	46	2%	0	41	0%	1	35	3%
Pharmacy	1	62	2%	2	77	3%	2	57	4%
Physiotherapy	2	42	5%	1	32	3%	4	41	10%
Radiation Therapy	0	26	0%	0	26	0%	1	28	4%
Total	13	672	2%	13	658	24%	17	648	3%
Multi-Faculty				0					
Computer Science and Business	0	32	0%	0	26	0%	0	26	0%
Computer Science and Language	0	16	0%	0	12	0%	0	10	0%
Human Health and Disease	0	29	0%	0	27	0%	1	24	4%
Political Science and Geography	0	12	0%	0	15	0%	0	20	0%
Two Subject Moderatorship	2	336	1%	3	319	1%	6	347	2%

Table D19 Foundation and Non-Foundation Scholarships awarded by course 2017, 2016, 2015

	2017	2017	2017	2016	2016	2016	2015	2015	2015
Faculty / Course	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship	Number of Scholarships awarded	Number of SF students	% of SF students who received a Scholarship
Total	2	425	0%	3	399	1%	7	427	2%
Grand Total	55	2661	2%	51	2713	2%	68	2714	3%

*Includes one JS Student for 2014/15

^ Students register on the Diploma course for the first two years

Table D20(a) Number of cases coming to Courts of First Appeal Committee

Courts of First Appeal									
	2016/17		2015/16		2014/15		2013/14		
	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*	Annuals	Suppl*	
Arts, Humanities & Social Sciences	9	30	13	34	14	32	14	38	
Engineering, Mathematics & Science	3	53	8	46	8	65	14	69	
Health Sciences	6	64	9	94	6	90	5	95	
Multi-Faculty	2	11	3	6	5	14	9	14	
TOTAL	20	158	33	180	33	201	42	216	

Table D20(b) Number of cases coming to Academic Appeals Committee

Academic Appeals						
	2016/17		2015/16		2014/15	
	Annual	Suppl*	Annuals	Suppl*	Annuals	Suppl*
Arts, Humanities & Social Sciences	4	10	1	19	3	20
Engineering, Mathematics & Science	1	10	2	8	2	13
Health Science	1	6	2	20	0	9
Multi-Faculty		1	0	2	1	8
TOTAL	6	27	5	49	6	50

Table E1: Summary of Analysis Staff:Student Ratio

Summary of Analysis Staff:Student Ratio												
FACULTY 2015/16	STAFF FTE	STUDENT FTE				Ratios 2016/17	Ratios 2015/16	Ratios 2014/15	Ratios 2013/14	Ratios 2012/13	Ratios 2011/12	Ratios 2010/11
		Undergraduate	Postgraduate Taught [^]	Postgraduate Research [*]	Total							
Arts, Humanities & Social Sciences	370.42	5533.44	1732.45	628.00	7893.89	21	22	23	23	22	22	21
Engineering, Mathematics and Science	281.36	3515.59	466.09	639.00	4620.68	16	18	17	17	16	16	15
Health Sciences	239.94	3281.78	650.46	296.00	4228.24	18	18	15	16	15	14	14
										18	18	17
COLLEGE	891.71	12330.81	2849.00	1563.00	16742.81	19	19	19	19	18	18	17

Table E2: FTSE Data 2016/17 - Faculty of Arts, Humanities & Social Sciences

Faculty of Arts, Humanities & Social Science																
RATIOS 2013/14	RATIOS 2014/15	Ratios 2015/16	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor				STAFF FTE	STUDENT FTE				RATIOS 2016/17
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Teaching Fellow FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
33	31	26	School of Business Studies	3.20	2.20	10.20	14.00	11.39	1.80		42.79	684.82	485.11	38.00	1207.93	28
			School of Creative Arts													
31	31	32	Drama, Film and Theatre Studies	1.00		3.00	6.00	1.10			11.10	273.00	29.00	12.00	314.00	28
15	13	14	Music			1.00	4.00	0.56			5.56	81.03	11.00	11.00	103.03	19
24	24	25	Total	1.00	0.00	4.00	10.00	1.66	0.00	0.00	16.66	354.03	40.00	23.00	417.03	25
27	23	22	School of Education		1.00	3.00	15.60	1.39		0.01	21.00	18.08	396.00	73.00	487.08	23
24	21	21	School of English		4.00	7.00	14.00	1.98	2.00		28.98	422.96	52.96	45.00	520.92	18
			School of Histories and Humanities													
16	13	7	Centre for Gender and Womens Studies				1.00	0.14			1.14	4.08	13.14		17.22	15
19	20	20	Classics	2.00	1.00	2.00	3.00	0.46			8.46	149.70	16.73	12.00	178.43	21
27	24	24	History (formerly Medieval History and Modern History as separate departments)	5.00	3.00	5.00	9.70	0.91			23.61	415.54	41.32	53.00	509.86	22
	23	24	History of Art			4.00	2.65	0.20			6.85	124.95	17.38	17.00	159.33	23
23	23	22	Total	7.00	4.00	11.00	16.35	1.71		0.00	40.06	694.27	88.57	82.00	864.84	22
			School of Languages, Literature and Cultural Studies													
			School of Language and Literature				1.00				1.00					
24	21	20	French			1.00	7.00	0.67		0.90	9.57	211.09	5.01	3.00	219.10	23
13	13	14	Germanic Studies	1.00	1.00	2.00	3.00	1.27	0.50	0.27	9.04	107.49	8.26	8.00	123.75	14
17	22	19	Hispanic Studies				4.00	0.64	1.00	0.71	6.35	119.59	2.92	2.00	124.51	20
15	15	16	Irish & Celtic Languages	1.00		1.00	2.00	0.15			4.15	67.34	4.05	4.00	75.39	18
17	17	14	Italian			1.00	2.00	0.54		0.33	3.87	48.85	6.77	2.00	57.62	15
23	17	15	Near & Middle Eastern Studies				3.00	0.20			3.20	33.89	1.25	8.00	43.14	14
10	11	9	Russian & Slavonic Studies			1	5	1.08		0.57	7.65	54.98	10.07	2.00	67.05	9
			LONG ROOM HUB					0.03			0.03				0.00	0
			School Office - Language Lit & Cult Stud				1.00	0.08			1.08				0.00	0
16	16	16	Total	2.00	1.00	6.00	27.00	4.66	1.50	2.78	44.83	643.23	38.33	29.00	710.56	16

Table E2: FTSE Data 2016/17 - Faculty of Arts, Humanities & Social Sciences

Faculty of Arts, Humanities & Social Science																
RATIOS 2013/14	RATIOS 2014/15	Ratios 2015/16	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor				STAFF FTE	STUDENT FTE				RATIOS 2016/17
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Teaching Fellow FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
33	34	34	School of Law	3.20	2.00	8.40	13.02	2.61			29.23	693.77	102.56	42.00	838.33	29
			School of Linguistic, Speech and Communication Sciences													
13	15	14	Centre for Language and Communication Studies	0.00	3.00	4.00	9.23	0.49	0.00	0.00	16.72	133.80	49.35	33.00	216.15	13
21	19	14	Clinical Speech & Language Studies			4.00	4.00	0.37			8.37	96.17	9.94	10.00	116.11	14
15	16	14	Total	0.00	3.00	8.00	13.23	0.86	0.00	0.00	25.09	229.97	59.29	43.00	332.26	13
16	14	15	School of Psychology	5.00		7.00	15.93	1.77	0.17		29.87	186.94	141.37	138.00	466.31	16
			School of Social Sciences and Philosophy													
30	39	40	Economics		1.00	3.00	10.00	0.47	1.42		15.89	552.57	22.77	23.00	598.34	38
23	25	25	Philosophy		1.00	2.00	3.00	0.68	0.80		7.48	166.82	5.85	11.00	183.67	25
30	29	32	Political Science	1.20	2.00	1.00	8.00	0.95	1.80		14.95	305.46	25.30	14.00	344.76	23
33	37	35	Sociology	1.00	0.00	2.00	5.50	1.14	1.00		10.64	311.20	21.84	14.00	347.04	33
29	34	34	Total	2.20	4.00	8.00	26.50	3.24	5.02	0.00	48.96	1336.05	75.76	62.00	1473.81	30
17	16	16	School of Social Work and Social Policy	1.00	3.00	1.00	13.45	3.74			22.19	193.54	137.10	27.00	357.64	16
			School of Religions, Theology and Ecumenics													
34	32	25	Irish School of Ecumenics	1.00	0.00	0.01	9.00	0.39			10.40	2.96	79.16	18.00	100.12	10
10	10	12	Loyola Institute	1.00	0.00	0.00	4.00	0.13			5.13	18.70	0.14	4.00	22.84	5
	4	2	Department of Religions & Theology		1.00		3.50	0.23			4.73	54.12	36.10	4.00	94.22	20
16	15	14	Total	2.00	1.00	0.01	16.50	0.75		0.00	20.26	75.78	115.40	26.00	217.18	11
23	23	23	FACULTY	26.60	25.20	73.61	195.58	35.76		2.79	369.92	5533.44	1732.45	628.00	7893.89	21

Table E3: FTSE Data 2016/17 - Faculty of Engineering, Mathematics & Science

Faculty of Engineering, Mathematics & Science																
RATIOS 2013/14	RATIOS 2014/15	RATIOS 2015/16	SCHOOLS & DEPARTMENTS	Professor		Associate Professor	Assistant Professor				STAFF FTE	STUDENT FTE				RATIOS 2016/17
				Professors FTE	Associate Professors FTE	Senior Lecturers FTE	Lecturers FTE	Part-time Lecturers FTE	Teaching Fellow FTE	Demonstrators FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
15	17	18	School of Biochemistry & Immunology	2.50	2.00	8.00	11.50	0.11		0.33	24.44	274.79	26.96	73.00	374.75	15
20	21	21	School of Chemistry	8.00	4.00	3.20	7.00	0.27	1.00	1.47	24.94	345.14	4.05	112.00	461.19	19
			School of Computer Science and Statistics													
16	15	16	Computer Science	6.40	4.00	6.32	33.03	3.50	0.96	3.53	57.74	616.31	184.58	103.00	903.89	16
19	22	26	Statistics		1.00	2.00	4.00	0.12		0.14	7.26	126.83	40.57	7.00	174.40	24
16	16	17	Total	6.40	5.00	8.32	37.03	3.62	0.96	3.67	65.00	743.14	225.15	110.00	1078.29	17
			School of Engineering													
13	14	15	Civil, Structural and Environmental Engineering	1.00	3.00	8.95	3.65	1.77		0.15	18.52	161.99	92.70	48.00	302.69	16
14	12	18	Electronic & Electrical Engineering	1.70	1.00	5.00	3.00	0.78	1.00	0.43	12.91	170.36	21.99	32.00	224.35	17
19	18	19	Mechanical & Manufacturing Engineering	2.00	3.09	8.00	11.00	0.78	0.00	0.85	25.72	306.33	21.36	52.00	379.69	15
15	15	17	Total	4.70	7.09	21.95	17.65	3.33	1.00	1.43	57.15	638.68	136.05	132.00	906.73	16
			School of Genetics & Microbiology													
12	14	14	Genetics	4	3	3	2	0		0	12.58	122.18	0.54	31.00	153.72	12
13	15	14	Microbiology	1		1	6	0		0	8.13	98.40	0.07	13.00	111.47	14
12	14	14	Total	5.21	3.00	4.25	8.00	0.02	0.00	0.23	20.71	220.58	0.61	44.00	265.19	13
21	22	24	School of Mathematics	1.90	2.00	5.87	9.00	1.78			20.55	471.65	12.18	14.00	497.83	24
			School of Natural Sciences						0.57		0.57					
			Biology Teaching Centre				1.00				1.00					
16	21	15	Botany	1.00	4.00	1.00	2.00	0.16		0.01	8.17	80.25	30.00	15.00	125.25	15
19	17	19	Geography	1.00	1.00	3.50	6.00	0.21		0.01	11.72	178.07	24.83	17.00	219.90	19
20	17	19	Geology	1.00		3.00	6.00	0.11	0.61		10.72	130.19	3.83	35.00	169.02	16
24	20	25	Zoology	1.00	4.00	3.00	2.00	0.20	0.11		10.31	176.66	2.43	11.00	190.09	18
18	18	18	Total	4.00	9.00	10.50	17.00	0.68	1.29	0.02	42.49	565.17	61.09	78.00	704.26	17
15	12	13	School of Physics	4.70	4.00	7.00	9.33	0.92	0.13		26.08	256.44	0.00	76.00	332.44	13
17	17	18	FACULTY	37.41	36.09	69.09	116.51	10.73	4.38	7.15	281.36	3515.59	466.09	639.00	4620.68	16

Table E4: FTSE Data 2016/17 - Faculty of Health Science

Faculty of Health Sciences												
RATIOS 2013/14	RATIOS 2014/15	RATIOS 2015/16	SCHOOLS & DEPARTMENTS	Professor				Associate Professor		Assistant Professor		
				Professors FTE	PROFESSOR CONSULTANT FTE	Associate Professors FTE	ASSOC PROF CONSULTANT FTE	Senior Lecturers FTE	SNR LECT CONSULTANT FTE	Lecturers FTE	SPECIALIST REGISTRAR FTE	LECTURER REGISTRAR FTE
10	11	312	School of Dental Science	1						2		
			School of Medicine	0.50					0.58	3.84	0.50	2.00
19	19	20	Anatomy							5.00		
19	19	21	Clinical Medicine	3.50	1.86	2.00	0.21	3.00	0.97	6.50	0.77	4.50
13	14	12	Laboratory Medicine		1.31	1.00		2.00	0.50	2.64	2.77	0.00
33	53	11	Obstetrics & Gynaecology		0.50		0.50				2.00	
16	14	19	Occupational Therapy					1.00		8.20		
8	15	12	Paediatrics		0.50				0.40		1.50	2.00
19	25	21	Pharmacology & Therapeutics	1.00				1.04		1.50	1.00	
31	28	23	Physiology	1.00		2.00		2.00		4.50		
18	18	23	Physiotherapy					3.00		4.20		
13	13	13	Psychiatry	0.20	1.50		0.40	1.00	0.18	4.50	0.50	
13	11	11	Public Health & Primary Care	1.00	0.50			2.50		2.10		
11	15	11	Radiation Therapy					2.00		6.80		
19	25	23	Surgery		1.00	1.00			1.00	2.00	1.00	3.00
15	14	14	Total	7.20	7.17	6.00	1.11	17.54	3.63	51.78	10.04	11.50
18	17	18	School of Nursing & Midwifery	2.00		3.00		10.00		48.80		
18	20	22	School of Pharmacy and Pharmaceutical Sciences			2.00		12.00		6.80		
16	15	18	FACULTY	10.20	7.17	11.00	1.11	39.54	3.63	109.38	10.04	11.50

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

					STAFF FTE	STUDENT FTE				RATIOS 2015/16
Part-time Lecturers FTE	NURSE TUTOR FTE	Demonstra tors FTE	SENIOR OCCUPATIONAL THERAPIST FTE	SENIOR PHYSIO- THERAPIST FTE	Total	Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
					3.00	299.96	4.13	33.00	337.09	112
0.71	3.50	0.09			11.72					
0.28		2.01			7.29	126.43	6.09	1.00	133.52	18
1.78		0.20			25.29	299.70	54.37	90.50	444.57	18
0.07		0.06			10.35	77.55	17.32	11.00	105.87	10
0.08					3.08	45.12	0.00	0.00	45.12	15
0.14			0.80		10.14	183.17	0.00	7.00	190.17	19
0.08					4.48	46.29	0.00	1.00	47.29	11
0.04		0.01			4.59	69.06	18.63	9.00	96.69	21
0.11		0.42			10.03	181.69	21.07	11.00	213.76	21
0.53		0.04		1.50	9.27	216.24	8.06	16.00	240.30	26
0.51	0.00	0.06			8.85	83.16	13.31	18.00	114.47	13
5.53		0.01			11.64	67.86	61.52	14.00	143.38	12
					8.80	80.48	6.75	0.00	87.23	10
0.59		0.03			9.62	150.41	10.50	5.00	165.91	17
10.45	3.50	2.93	0.80	1.50	138.15	1627.16	217.62	183.50	2028.28	15
0.74	11.20	2.00			77.74	995.89	270.36	46.00	1312.25	17
0.10		0.63			21.53	358.77	158.35	33.50	550.62	26
11.29	14.70	5.56	0.80	1.50	240.42	3281.78	650.46	296.00	4228.24	18

TCD payroll.

Table F1(a): Students who completed Broad Curriculum Modules, 2016/17

Cross Faculty Course	School/Discipline/Area	FAHSS	FEMS	FHS	MF	TSM	Visiting Student	Total
A Survey Of Islamic Theology, Philosophy, and Mysticism (Sufism) From Its Origin	Religions, Peace Studies and Theology	2				1	3	6
Approaches To The Study Of Religion	Religions, Peace Studies and Theology	5	1			1		7
Art In Ireland: Making and Meaning	History Of Art	4	2			1	29	36
Art In Ireland: Making and Meaning 1	History Of Art	1	4			1	43	49
Christianity and Society	Religions, Peace Studies and Theology					1	1	2
Citizens, Politics and Decisions	Political Science	1	2			2	7	12
Classical Islamic Religious Thought In Dialogue With Philosophical, Jewish and Christian Sources	Religions, Peace Studies and Theology	1						1
Contemporary Ethical Issues	Religions, Peace Studies and Theology	10	2	3	5	1	6	27
Contemporary Islamic Movements	Near and Middle Eastern Studies	3				4	4	11
Entrepreneurship	Business	7	17		3	2		29
Greek Art and Architecture	Classics	3	3		2			8
Humans and Nature In History	History	8	9			1	13	31
Idea Translation Lab	Office Of The Vice-Provost	2	6	3	1		2	14
Introduction To Contemporary Asian Studies	Centre For Language and Communication Studies	3	8	1	4	1	5	22
Introduction To Greek Language	Classics	2	7	2	1	2		14
Introduction To Latin Language	Classics	6	14		1	2		23
Introduction To The New Testament	Religions, Peace Studies and Theology	4	1				7	12
Ireland and The Cinema	Drama	8	4		1	2	2	17
Islam In Europe	Near and Middle Eastern Studies	2			3	2	5	12
Jews and European Society From1750	Near and Middle Eastern Studies	1			1	1	5	8
Key Themes In Theology	Religions, Peace Studies and Theology		1					1
Language and Mind	Centre For Language and Communication Studies	12	64	15	2	4	20	117
Language, The Individual and Society	Centre For Language and Communication Studies	9	2			8	19	38
Life In Modern Ireland	History		2					2
Pauline Letters In Context	Religions, Peace Studies and Theology						1	1
Philosophical and Theological Approaches To God	Religions, Peace Studies and Theology	1			1		3	5
Planet Earth	Geology	10	29			3	5	47
Power, State, Social Movements	Sociology	1	1		1	1	1	5
Problems In Philosophy	Philosophy	5	20			1	8	34
Psychological Disorder	Psychology	26	28	21	1	10	3	89
Religion In Public: Great Images	Religions, Peace Studies and Theology	2					3	5
Religion In Public: Great Speeches	Religions, Peace Studies and Theology	2	2		1	1	11	17
Religions In Ancient Mediterranean	Religions, Peace Studies and Theology	4	2	2		2		10
'Religious' Or 'Secular'? Christian Ethics In Pluralist Democracies	Religions, Peace Studies and Theology	2					1	3

Table F1(a): Students who completed Broad Curriculum Modules, 2016/17

Cross Faculty Course	School/Discipline/Area	FAHSS	FEMS	FHS	MF	TSM	Visiting Student	Total
Roman Art and Architecture	Classics	3	1		6	1		11
The Book Of Kells: A Theological Reading	Loyola Institute	2	2				13	17
The Prison System	Law	50	43		3	3	5	102
The Quran and Its History Of Reception	Religions, Peace Studies and Theology						1	1
Theological Cosmology and Anthropology	Religions, Peace Studies and Theology	2	2					4
Understanding Literature	English	17	12			1	11	41
Total								891

Table F1(b) Broad Curriculum cross-faculty courses Retention Rates 2016/17

Cross Faculty Course	School/Discipline/Area	Students registered	Students completing course	Retention Rate
A Survey Of Islamic Theology, Philosophy, and Mysticism (Sufism) From Its Origin	Religions, Peace Studies and Theology	6	6	100.00%
Approaches To The Study Of Religion	Religions, Peace Studies and Theology	7	7	100.00%
Art In Ireland: Making and Meaning	History Of Art	37	36	97.30%
Art In Ireland: Making and Meaning 1	History Of Art	52	49	94.23%
Christianity and Society	Religions, Peace Studies and Theology	2	2	100.00%
Citizens, Politics and Decisions	Political Science	12	12	100.00%
Classical Islamic Religious Thought In Dialogue With Philosophical, Jewish and Christian Sources	Religions, Peace Studies and Theology	1	1	100.00%
Contemporary Ethical Issues	Religions, Peace Studies and Theology	28	27	96.43%
Contemporary Islamic Movements	Near and Middle Eastern Studies	12	11	91.67%
Entrepreneurship	Business	30	29	96.67%
Greek Art and Architecture	Classics	9	8	88.89%
Humans and Nature In History	History	32	31	96.88%
Idea Translation Lab	Office Of The Vice-Provost	14	14	100.00%
Introduction To Contemporary Asian Studies	Centre For Language and Communication Studies	22	22	100.00%
Introduction To Greek Language	Classics	14	14	100.00%
Introduction To Latin Language	Classics	23	23	100.00%
Introduction To The New Testament	Religions, Peace Studies and Theology	12	12	100.00%
Ireland and The Cinema	Drama	17	17	100.00%
Islam In Europe	Near and Middle Eastern Studies	12	12	100.00%
Jews and European Society From1750	Near and Middle Eastern Studies	8	8	100.00%
Key Themes In Theology	Religions, Peace Studies and Theology	1	1	100.00%
Language and Mind	Centre For Language and Communication Studies	125	117	93.60%
Language, The Individual and Society	Centre For Language and Communication Studies	39	38	97.44%
Life In Modern Ireland	History	2	2	100.00%
Pauline Letters In Context	Religions, Peace Studies and Theology	1	1	100.00%
Philosophical and Theological Approaches To God	Religions, Peace Studies and Theology	5	5	100.00%
Planet Earth	Geology	50	47	94.00%
Power, State, Social Movements	Sociology	5	5	100.00%
Problems In Philosophy	Philosophy	35	34	97.14%
Psychological Disorder	Psychology	94	89	94.68%
Religion In Public: Great Images	Religions, Peace Studies and Theology	5	5	100.00%
Religion In Public: Great Speeches	Religions, Peace Studies and Theology	18	17	94.44%
Religions In Ancient Mediterranean	Religions, Peace Studies and Theology	11	10	90.91%
'Religious' Or 'Secular'? Christian Ethics In Pluralist Democracies	Religions, Peace Studies and Theology	3	3	100.00%

Table F1(b) Broad Curriculum cross-faculty courses Retention Rates 2016/17

Cross Faculty Course	School/Discipline/Area	Students registered	Students completing course	Retention Rate
Roman Art and Architecture	Classics	13	11	84.62%
The Book Of Kells: A Theological Reading	Loyola Institute	18	17	94.44%
The Prison System	Law	104	102	98.08%
The Quran and Its History Of Reception	Religions, Peace Studies and Theology	1	1	100.00%
Theological Cosmology and Anthropology	Religions, Peace Studies and Theology	4	4	100.00%
Understanding Literature	English	41	41	100.00%
Total		925	891	

Table F2: Courses Approved by University Council in 2016/17

Approved by Council	UG / PG	Name of Course	Degree award	Duration	NFQ Level	Fac/School
28/09/2016	PG	M.Sc. in Operations and Supply Chain Management	M.Sc. & P.Grad.Dip	1 year	Level 9	School of Business
28/09/2016	PG	M.Sc. in Computer Science (Intelligent Systems)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
28/09/2016	PG	M.Sc. in Computer Science (Future Networked Systems)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
28/09/2016	PG	M.Sc. in Computer Science (Graphics and Vision Technologies)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
28/09/2016	PG	M.Sc. in Computer Science (Data Science)	M.Sc.	1/2 Years	Level 9	School of Computer Science and Statistics
26/10/2016	PG	Masters in Education Studies (Inquiry-Based Learning)	M.ED	2 years	Level 9	School of Education
30/11/2016	PG	Postgraduate Diploma in Population Health and Health Services Research	P.Grad.Dip	1/2 Years	Level 9	Royal College of Surgeons
30/11/2016	PG	M.Sc. in Entrepreneurship	M.Sc./P.Grad.Dip	1/2 Years	Level 9	School of Business
30/11/2016	UG	B.A. Science - Biological and Biomedical Sciences , Chemical Sciences, Geography and Geoscience and Physical Sciences	B.A.	4 years	Level 8	Faculty of Engineering, Mathematics and Science
18/01/2017	PG	M.Sc. in Human Resource Management	M.Sc.	1/2 Years	Level 9	Trinity Business School
01/03/2017	PG	Masters in Education Studies (Visual arts)	M.E.S.	2 years	Level 9	School of Education
05/04/2017	PG	Masters in Education Studies in Leadership in Christian Education (w/exit award of P.Grad.Dip.)	P.Grad.Dip.	2 years	Level 9	Marino Institute of Education (MIE)
05/04/2017	UG	B.A. in Stage Management and Technical Theatre	B.A.	3 Year	Level 8	School of Creative Arts
07/06/2017	PG	Postgraduate Certificate in Quantitative Methods and Data Analysis for Healthcare	PG Cert	1 Year	Level 9	School of Nursing and Midwifery
07/06/2017	PG	M.Sc. in Ageing Health and Well Being in Intellectual Disability	(M.Sc./P.Grad.Dip./P.Gr ad.Cert.)	1/2 Year	Level 9	School of Nursing and Midwifery
07/06/2017	PG	Masters in Clinical Dentistry	M.Sc.	1 Year	Level 9	School of Dental Science
07/06/2017	PG	Certificate in Innovation and Entrepreneurship	Special purpose	1/2 Years	Level 7	Innovation Academy
07/06/2017	PG	Postgraduate Certificate in Quantitative Methods and Data Analysis for Healthcare	PG Cert	1 year	Level 9	Faculty of Health Science,
16/02/2017	PG	P. Grad.Dip Medicine	PG Dip	1/2 years	Level 9	School of Medicine
07/06/2017	UG	Certificate course in Innovation and Entrepreneurship	UG Cert	1/2years	Level 7	Trinity Innovation Academy

Table F3(a): PGT Modules that participated in PGT Modularisation Pilot launched in 2016/17

Module	School
Anaesthesia Recovery Room Nursing - Module	NURSING AND MIDWIFERY
Haemodialysis and Allied Therapies Nursing - Module	NURSING AND MIDWIFERY
Vascular Health and Diseases Nursing - Module	NURSING AND MIDWIFERY
Comparative Healthcare - Module	PUBLIC HEALTH AND PRIMARY CARE
Health Economics - Module	PUBLIC HEALTH AND PRIMARY CARE
Managing People in Healthcare Organisations - Module	PUBLIC HEALTH AND PRIMARY CARE
Delineation for Radiation Therapy Practice - Module	RADIATION THERAPY
Health Services Management - Module	RADIATION THERAPY
Radiobiological Principles and Practices - Module	RADIATION THERAPY

Table F3(b): Students Registered on PGT Modularisation Pilot Modules, in 2016/17

Module	School	No. of Applications	Registered Students	
			September	January
Health Economics - Module	PHPC	3	2	
Managing People in Healthcare Organisations - Module	PHPC	2	2	
Anaesthesia Recovery Room Nursing - Module	NM	188	53	48
Vascular Health and Diseases Nursing - Module	NM	15		12
Total	2	208	57	60
			117	



INTERNAL MEMORANDUM (Updated)

To: Undergraduate Studies Committee
From: Senior Lecturer
Date: 8 January, 2018
Re: **Revised Hong Kong Diploma of Secondary Education (HKDSE)**

Following feedback from colleagues in Global Relations on the higher level of entry requirements at Trinity College than other Universities for students presenting the Hong Kong Diploma of Secondary Education (HKDSE), the Academic Registry has undertaken a review of this issue.

The current entry requirements for students taking the HKDSE are:

- HKDSE with 4 core subjects at level 3 or above + **3 elective subjects at level 555**
- For specific course requirement where a grade C at A Level/ H4 at Higher Level is required, HKDSE level 5 will be required
- Mathematics: compulsory maths satisfies minimum entry requirements or courses where GCSE level math is required. Where A Level/Higher Level maths is a required subject, applicants will need to present level 5 in both core and extended parts of maths.
- The following electives are not accepted: health management and social care, physical education, tourism and hospitality studies.
- Where course requirements specify physics, chemistry or biology, these would not be satisfied by combined science or integrated science.
- HKDSE English Language: Level 4 (clinical speech and language studies require Level 5)

The areas identified as problematic by the GR team were:

- We currently require 3 electives, while most students in Hong Kong will choose to take only 2 electives.
- The levels set for **minimum** entry requirements were too high.

Review of the qualification:

A review of the qualification was undertaken and information was taken from a number of sources including the Hong Kong Examinations and Assessment Authority, UCAS and other comparable university websites including UCD.



Following this review, the Academic Registry is proposing the following entry requirements:

Hong Kong Diploma of Secondary Education (HKDSE) – Entry Requirements 2018/19

Minimum Entry Requirements:

Six subjects to include English, mathematics and a language *other than English. A minimum of three core subjects at level 3 or above and two elective subjects at level 3 or above.

(*Level 3 in another language can be accepted in lieu of Core Chinese to satisfy minimum entry requirements)

Specific Course Requirements:

Where specific course requirements state a Grade C at A Level/H4 at Higher Level, HKDSE a minimum of Level 4 will be required (except for mathematics where a minimum of Level 5 in Core and Extended Maths will be required for courses such as Engineering).

Conditional Offers:

Will be based on core and elective subjects (excluding Liberal Studies and Chinese). The levels required will depend on the competitiveness of the course being applied for.

Notes:

1. Grading scheme for the HKDSE has a scale of 1 – 5, of which 1 is the lowest and 5 is the highest. The scores are awarded as follows: 5***, 5**, 5*, 5, 4, 3, 2, 1.
2. Mathematics: compulsory mathematics satisfies minimum entry and/or specific course requirements where GCSE level mathematics is required. Where A Level mathematics is required e.g. Engineering, applicants will need to present a minimum of level 5 in both core and extended mathematics.
3. The following electives are not acceptable: Health Management and Social Care; Physical Education; Tourism and Hospitality Studies.
4. Where course requirements specify physics, chemistry or biology – these would not be satisfied by combined science or integrated science.

I invite USC to consider this proposal for approval and implementation for the 2018/19 academic year.



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

MEMO

To: Undergraduate Studies Committee
From: The Chair of the International Committee (Vice-President for Global Relations).
Date: 8th January 2018
Reference: Updates to Conversion Tables

Please see the attached appendix, which contains the updated conversion tables and ECTS equivalents credit table for Trinity students returning from study abroad. Changes were proposed to the International Committee at its meeting of 11th December 2017, following consultation with Global Relations, a relevant partner university, Trinity academics and the Senior Lecturer.

The Committee approved the following updates:

1. The adjustment of the University of California's quarter modules from 1.25 ECTS to 1.5 ECTS.
Concern had been raised that the former conversion generated a workload that was too demanding and so the scale has been adjusted in order to realign the workload of students studying within that system.
2. The addition of conversion details for New Zealand.
Trinity has a new exchange with the University of Auckland and the grade conversion has been agreed in consultation with Trinity's Global Relations' Office and with the University of Auckland's International Office (it is to be reviewed following the return of the first student from this exchange in January 2018).

All updates are highlighted in red in the attached appendix.

A handwritten signature in blue ink, appearing to read 'Juliette Hussey'.

Juliette Hussey

Chair of the International Committee and Vice President for Global Relations

Appendix - Conversion Tables and ECTS Equivalents Credit Table for Trinity Students Returning from Study Abroad.

European Erasmus Conversion Table for Trinity Students Returning from Study Abroad

IRELAND Trinity College	F 0 – 39	III 40 – 49	II.2 50 – 59	II.1 60 – 69	I 70+
ECTS	Fail	E-D	D-C	B	A
AUSTRIA	5 Nicht genügend	4 Genügend	3 Befriedigend	2 Gut	1 Sehr Gut
BELGIUM	0 – 9	10 – 11	12 – 13	14 – 15	16+
CZECH REPUBLIC*	4	3**	3**	2	1
DENMARK	-3 – 0	02	4	7	10 – 12
FINLAND (2 scales)	0	1 – 2 1 – 1.5	2 – 3 2	3 – 4 2.5	4 – 5 3
FRANCE	0 – 7	8 – 9	10 – 12	13 – 15	16+
GERMANY	6.0 – 4.7	Noch ausreichend – Noch Befriedigend 4.5 – 3.7	Befriedigend to Noch Gut 3.5 – 2.7	Gut to Sehr Gut 2.5 – 1.7	Sehr Gut to Ausgezeichnet 1.5 – 1.0
GREECE	0 – 5	5 – 5.9	6 – 6.9	7 – 8.4	8.5+
ITALY	0 – 17	18 – 22	23 – 26	27 – 29	30 – 30 e lode
MALTA	F 0 – 44	D – D+ 45 – 54	C – C+ 55 – 69	B – B+ 70 – 79	A – A+ 80+
NETHERLANDS	0 – 5.4	5.5 – 6.4	6.5 – 7.2	7.3 – 8.2	8.3+
POLAND	0 – 2	3 – 3.5	4	4.5	5 – 5!
PORTUGAL	0 – 9	10 – 11	12 – 13	14 – 15	16+
SPAIN	Suspensio 0 – 4.9	Aprobado 5 – 5.9	6 – 6.9	Notable 7 – 8.9	Sobresaliente 9 Sobresaliente Sobresaliente 10 Matricula de honor (80+)
SWEDEN	U 0 – 49	G** 50 – 55	G** 56 – 70	VG** 71 – 90	VG** 90+
SWITZERLAND	0 - 2.75	3 – 3.5	3.75 – 4.25	4.5 – 5.5	5.75 - 6
TURKEY	0 – 49	50 – 64	65 – 74	75 – 84	85+
UK (England, Northern Ireland & Wales)	F 0 – 39	D – D+ 40 – 49	C – C+ 50 – 59	B – B+ 60 – 69	A – A+ 70+
UK (Scotland) UK (St Andrews, Scotland)	0 – 8 0 – 6	9 – 11 7 – 10	12 – 14 11 – 13	15 – 17 14 – 16	18 – 20 17 – 20
RUSSIA	20+ 2	30+ 3	40+ 4 –	50+** 5 (Excellent)**	50+** 5 (Excellent)**

Important:

1. The aim of the conversion table is to ensure that all results are treated equally by all disciplines.
2. If for exceptional reasons a discipline deviates from the table, they must inform the International Admissions and Study Abroad Office in writing, stating the reasons for the deviation. Approved deviations include the School of Business (for Business Schools in France only) and the School of Law which uses more refined university by university grades conversion tables in line with the above grade categories.
3. Official transcripts issued by the host institution supersede any unofficial grades supplied by students.

Footnotes:

- * Charles University in Prague might provide more detailed results on request. Students should take a copy of the Trinity grading scheme with them and present it to individual lecturers on arrival as agreed with the International Office in Prague.
- ** Where a mark spans two Trinity grades the higher grade may be awarded where supporting documentation is received.

Non-European Conversion Table for Trinity Students Returning from Study Abroad

IRELAND Trinity College	F 0 – 39	III 40 – 49	II.2 50 – 59	II.1 60 – 69	I 70+
AUSTRALIA	Fail 0 – 49	Pass 50 – 59	H3 60 – 69	H2A - H2B 70 – 79 ^a	H1 80 – 100 ¹
AUSTRALIA (Queensland)	0 – 2 (Grade) 0 – 46 (%)	3 – 4 47 – 57.5	4 – 5 57.6 – 74	6 75 – 84	7 85 – 100
BRAZIL	0 – 49	50 – 64	65 – 74	75 – 84	85+
CANADA	F 0 – 49	D – C 50 – 59	C+ – B- 60 – 69	B – B+ 70 – 79	A – A 80 – 100
CHINA CHINA (University of Nottingham Ningbo)	0 – 59 0 – 39	60 – 69 40 – 49	70 – 79 50 – 59	80 – 89 60 – 69	90 – 100 70+
HONG KONG	F	D- – D+	C- – C+	B- – B+	A – A
INDIA	0 – 39	40 – 44	45 – 54	55 – 64	65 – 100
JAPAN ^b	F 0 – 49	C 50 – 64	C 50 – 64	B 65 – 79	A – A+ 80 – 100
NEW ZEALAND	D- – D+ 0-49	C – C 50-54	C+ 55-59	B- – B+ 60-79	A – A+ 80-100
SINGAPORE	F 0.00	D – D+ 1.00 – 1.50	C – C+ 2.00 – 2.50	B- – B+ 3.00 – 4.00	A – A+ 4.50 – 5.00
USA	F 0 – 1.99	D- – D+ 2.00 – 2.59	C- – C+ 2.60 – 3.09	B- – B+ 3.10 – 3.59	A – A 3.60 – 4.0

Important:

1. Where there is a range of results, the top of the range should be used unless evidence is provided to suggest otherwise.
2. It may be necessary to revise this table annually as new exchanges and information and feedback is received.

ECTS equivalents:

Please see the ECTS Equivalents Credit Table for UK & Non-European Study Abroad for detailed information of ECTS equivalents for each of the above countries.

Footnotes:

- a. Some Australian universities consider 85 – 100 as a First and 75 – 84 as an Upper Second.
- b. The University of Tokyo does not use a D grade. Therefore a C grade covers the TCD range from 40-59.



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

ECTS Equivalents Credit Table for UK & Non-European Study Abroad Exchanges

Country	University	ECTS Equivalent
AUSTRALIA	University of Melbourne	50 points = 30 ECTS (12.5 points module = 7.5 ECTS)
	Australian National University	24 units = 30 ECTS (6 unit module = 7.5 ECTS)
	University of Queensland	2 units = 7.5 ECTS (8 units = 30 ECTS)
	University of Sydney University of New South Wales	1 unit = 7.5 ECTS) (24 credits = 30 ECTS)
CANADA	McGill University (Quebec)	1 credit = 2 ECTS (10 credit module = 20 ECTS)
	University of Toronto	0.5 FCE = 6 ECTS (1 credit module = 12 ECTS)
	Waterloo University	0.5 credits = 6 ECTS (2.5 credits = 30 ECTS)
CHINA	Beihang University Tsinghua University Peking University	1 credit = 2 ECTS
	University of Nottingham Ningbo	10 credits = 5 ECTS (60 credits = 30 ECTS)
	Xi'an Jiaotong-Liverpool University	5 credits = 7.5 ECTS (20 credits = 30 ECTS)
HONG KONG	The University of Hong Kong	6 credits = 6 ECTS (30 credits = 30 ECTS)
	Hong Kong University of Science and Technology	1 course = 6 ECTS (5 courses = 30 ECTS)
	Chinese University of Hong Kong	3 units = 7.5 ECTS (24 credits = 30 ECTS)
JAPAN (AHSS Faculty students only)	University of Tokyo	1 credit = 2.5 ECTS
NEW ZEALAND	University of Auckland	60 UoA points = 30 ECTS (15 UoA points = 7.5 ECTS)
SINGAPORE	National University of Singapore	1 MC = 1.5 ECTS (20 MC = 30 ECTS)

	Singapore Management University	1 SMU = 7.5 ECTS (4 SMU credits = 30 ECTS)
UK	All	2 credits = 1 ECTS
USA	University of Chicago	1 module = 7 ECTS (3 modules per quarter)
	University of California (except Berkeley and Merced campus)	1 quarter credit = 1.5 ECTS
	University of California (Berkeley and Merced campus) University of Massachusetts Amherst Boston College Georgetown University University of Notre Dame UNC at Chapel Hill New York University	1 semester credit = 2 ECTS
	University of Pennsylvania	1 credit unit = 7.5 ECTS (4 credit units per semester)
	Barnard College	1 point = 2.5 ECTS
	University of Southern California	4 units = 7.5 ECTS (16 units = 30 ECTS)
	University of Wisconsin-Madison	3 credit hours = 6 ECTS (15 credit hours = 30 ECTS)



Guidelines on Permitting Students with a Disability to Record Lectures

As part of the Disability needs assessment process in Trinity permission to record lectures may be deemed to be a reasonable accommodation (RA) and will be stated in the student's Learning and Educational Needs Summary (LENS) report. The exact text used in LENS reports is:

'Allow student to record lectures - As per the College calendar, students provided this accommodation have agreed that all recordings remain the property of Trinity and are for personal use only: <https://www.tcd.ie/calendar/undergraduate-studies/complete-part-II.pdf>'

Recording of lectures - College Calendar – General Regulations and Information – no.8:

"Students may not make audio or visual recordings of lectures without the express consent of the individual lecturer. Students with disabilities may be permitted to record lectures if it is deemed a reasonable accommodation by the Disability Service. Students will be advised that all recordings remain the property of College and are for personal use only. See also Data Protection section and Copyright section."

- With the increasing use and availability of podcasts, permission to record lectures is granted where there is no facility to download a podcast of that lecture.
- Students should note that the recording must be used exclusively for the purposes of private study and not shared with others.
- Where recording has not been agreed as part of support recommended by the Disability Service, permission to record lectures must be sought from the individual lecturer.

Permission form – Recording of lectures by students with disabilities

Please review and tick each statement once you understand and agree with each point below, or alternatively, please complete the form online at:

<https://www.surveymonkey.com/r/DPMNLMF>

<p>A. I understand that I have been approved to produce audio recordings of class lectures for my personal study use only, and for no other purpose.</p>	
<p>B. I understand that I may not share the audio recordings with others or profit financially from the content I record.</p>	
<p>C. I understand that information contained in the audio-recorded lectures is protected under legislation, and may not be published (including on websites and Social Media) or quoted without the instructor’s explicit consent in writing and without properly identifying and crediting the instructor.</p>	
<p>D. I understand that in some cases recording may be prohibited at the discretion of the instructor when the content involves personal discussion and/or self-disclosure.</p>	
<p>E. I agree not to record small group teaching situations such as seminars and tutorials.</p>	
<p>F. I understand that failure to comply with A – E above whilst a student will be deemed a breach of College regulations and will be reported to the Junior Dean under the College’s standard disciplinary procedure.</p>	
<p>G. I understand that failure to comply with A – E above after graduation/ withdrawing from college will be a breach of law and may be subject to legal action including an injunction preventing disclosure.</p>	

I have read and understood the above guidelines on access to lecture notes. I confirm that notes are for my own personal use and will not be published, distributed or sold to a third party whilst a student or at any time thereafter.

Name:

Signature:

Student number:

Date: