

Senior Lecturer/Dean of Undergraduate Studies

Annual Report

Academic Year 2022/23

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Executive Summary

This 2022/23 Senior Lecturer's Report draws from the 2022/23 Annual Report of the Academic Registry (AR) and additional data and information provided on request from AR (located in the appendices). The AR Annual Reports are available from:

<https://www.tcd.ie/academicregistry/service-reporting/>.

The report is presented in three parts; the first presents an overview of developments from 2022/23, the second focuses on admissions and the composition of the undergraduate student body, and the third presents data relating to progression and the student lifecycle. Tables and figures were provided by AR in its Report, and rather than reproduce those in the appendices, this document can be read in conjunction with the AR Annual Report. Additional datasets provided by AR and other relevant departments are in the appendices of this report. Data presented in the form of percentages have been rounded off to the nearest whole number, where appropriate.

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

Part I – Overview of Developments

Part II – Admissions

Part III – Student Lifecycle Post-Admission

Part I Overview of Developments: 2022/23

In 2022/23, all mitigating measures that were introduced as part of the response to COVID-19 ceased and teaching, learning and progression activities reverted to normal. The Trinity Education Project (TEP) continued to be embedded in the undergraduate student curriculum, and the 2022/23 graduating cohort who undertook programmes on the Common Architecture were the first to avail of the flexibility, depth and breadth of studies throughout their time in Trinity. The suite of Trinity Electives continued to expand, with four more modules approved in 2022/23 and one New Minor Subject approved.

In December 2022/23, a working group was established to commence work on developing an Education for Sustainable Development Strategy and Action Plan. The working group considered how best to embed issues of sustainability in the undergraduate curriculum and in May 2023, five ESD fellows were appointed to lead the development of the ESD Strategy.

A working group was also established to progress work on enhancing Academic Integrity, which is a College strategic initiative. Key procedures and processes related to responding to academic misconduct were approved for implementation in the academic year 2023/24.

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

Part II Admissions

In 2022/23, undergraduate student registrations reached a record high of 14,986, a 5% increase on 2021/22, accounting for 70% of the student population of Trinity. The total number of non-EU students, both visiting and full time, registered on undergraduate programmes increased on the previous year. There was an increase in student registrations on the dual degree programmes offered in partnership with Columbia and on the International Foundation Programme (IFP) offered through Marino Institute of Education (MIE).

Student mobility from Northern Ireland remained an outstanding issue due to a myriad of factors that constituted barriers to NI students enrolling in Irish Higher Education institutions. While there was a small increase (9%) in the number of Northern Ireland (NI) applications to Trinity in 2022/23, the conversion of offers to acceptances of both standard applications and those through the Northern Ireland Feasibility Study (NIFS) continued to decline. The conclusion of the NIFS was approved in 2022/23 but the University remained committed to addressing the admissions challenges NI students face.

24% of undergraduate student admissions were via alternative entry routes in 2022/23, a decrease of 3% compared to 2021/22. Apart from access through the Disability Access Route to Education (DARE), all other alternative routes have seen a decline in admissions, in particular, the Higher Education Access Route (HEAR) scheme which is for school leavers from socio-economically disadvantaged backgrounds.

Part III Student Lifecycle Post-Admission

There were 3,557 new entrants to Trinity in 2022/23, with a retention rate of 94% achieved, a decrease from 96% since 2019/20, which may require attention if this downward trend continues.

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

There was an increase in the number of cases submitted to the courts of first appeal in 2022/23, with a 13% increase in cases during the reassessment period, compared to 2021/22. The number of cases coming to the Academic Appeal Committee also increased, with most cases submitted during the reassessment period.

There was a substantial increase in the number of students going off books in 2022/23 compared to 2021/22, with most of these being requests to go off-books with assessment.

The number of plagiarism cases recorded in SITS continued to drop, although this may not be indicative of a decrease in cases of academic misconduct. It was hoped there would be an improvement in the accuracy of data recorded when the new procedures and policies in relation to academic misconduct are implemented in 2023/24.

Part I: Overview of Developments: 2022/23

1. Overview of Developments 2022/23

A number of developments took place during 2022/23 and these are presented below under the following headings: 'Undergraduate Programme and Curriculum Developments', 'Foundation Scholarship', 'Admissions and Entry Routes', 'International Foundation Programme (IFP)', 'Education for Sustainable Development', 'Academic Integrity' and 'Policies'.

1.1 Undergraduate Programme and Curriculum Developments

In November 2022, Council approved the change of subject title from 'English Literature' to 'English Studies' for the Trinity Joint Honours subject and from 'English' to 'English Studies' for the New Minor Subject, which will apply from 2024-25. Council also approved the revised curriculum for the Bachelor of Music Education (BMusEd), which is delivered in conjunction with the Royal Irish Academy of Music (RIAM) and the TU Dublin Conservatoire.

Four additional Trinity Elective modules titled 'Defence from the Dark Arts: Science and other tools for critical thinking', 'Inequality in the 21st Century', 'Identities and Ecologies of Latin America and the Caribbean: Past, Present and Future' and 'Ages of Empire' were approved for delivery in 2023/24, bringing the number of Trinity Electives available to students to 45. Two new combinations for Trinity Joint Honours were approved in English Studies and Middle Eastern, Jewish and Islamic Civilisations and Drama Studies and Middle Eastern, Jewish and Islamic Civilisations and a New Minor Subject in Polish were approved, with the first intake in 2024/25. In 2022/23, 24 New Minor Subject (NMS) options, including two new subjects in Economic and Philosophy, were offered to Single Honours students in their Senior Freshman year, with 122 students taking up a NMS. Mathematics is no longer offered as an NMS from 2022/23. The 2022/23 graduating cohort were the first to experience the Common Architecture throughout their time in Trinity and benefited from the flexible pathways and depth and breadth of learning introduced through the Trinity Education Project (TEP).

1.2 Foundation Scholarship

In 2012, a review of Scholarship recommended that the Faculty Deans review the examination processes for each course of study in their respective Faculties, and report to the Central Scholarship Committee. In 2022-23, a review was conducted, the first since 2017 due to the COVID-19 pandemic. Six recommendations were put forward, which focused on improving the dissemination of information and the standardization of supports to all undergraduate students. It was recommended that the current threshold for awarding a Scholarship be maintained, and that a review of the distribution of Scholarships across courses/disciplines be conducted. The Central Scholarship Committee also recommended that the high rate of absenteeism amongst those applying to sit the Scholarship exam be addressed by implementing a process for student to confirm their intention to sit the exam. The report and recommendations were approved by Council in June 2023.

1.3 Admissions and Entry Routes

In 2022/23, Council approved a recalibration of Duolingo test scores, which equated 6.5 IELTS with a Duolingo score of 120. Adjustments to the facilitated entry grades for the Trinity Access Programme (TAP) Foundation Course and the City of Dublin ETB College Partnership courses were also approved.

In June 2023, the conclusion of the Trinity Admissions Feasibility Study (TAFS) and the Northern Ireland Feasibility Study (NIFS) were approved by Council. The Feasibility studies were introduced in 2014 to explore alternative admission requirements, particularly for students from Northern Ireland who are at a disadvantage due to the current calibration of CAO points to A-Levels. Both studies were conceived as short-term initiatives with the results informing the exploration of alternative actions the College can take to ensure fair admission mechanisms for applicants. Solutions to barriers that continue to prevent students from Northern Ireland entering Trinity would continue to be explored, both on a sectoral level and within the university.

1.4 International Foundation Programme (IFP)

An external Strategic Curriculum Review of the International Foundation Programme (IFP) took place in May 2020 and a key recommendation of this review was to set up a sub-committee of the IFP Co-ordinating Committee with membership from both Marino Institute of Education (MIE) and TCD to undertake a more detailed review of the curriculum. This Curriculum Working Group met 6 times between November 2022 and May 2023 and undertook significant consultation with relevant staff and students. In the report submitted to the Undergraduate Studies Committee and Council in 2023, a variety of recommendations were made relating to: the review of entry requirements, the timing of module assessments, opportunities for reassessment, the review of mathematics progression requirements for destination courses in TCD, and the review of all modules and descriptors and development of a new module in computer-studies module for those wishing to progress to computer science in TCD. These recommendations were approved and were to be actioned in 2023-24.

1.5 Education for Sustainable Development

In 2022/23 work began on developing the Trinity Sustainability Strategy and Action Plan 2023-2025 which has the following objective: *“to empower Trinity students and staff to develop the knowledge, skills and attitudes necessary to act as agents of change, individually and collectively, in working for sustainable development within planetary boundaries”*. A working group on Sustainability in the Undergraduate Curriculum (SUGE) was formed and met to consider how to enable students to meaningfully engage with environmental sustainability issues.

In May 2023, five Fellows in Education for Sustainable Development were appointed as part of an initiative funded by the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education (SATLE). The Fellows are working in partnership with the Centre for Academic Practice, Trinity Teaching & Learning and Trinity Sustainability to lead the development of an ESD Strategy and Implementation Plan for Trinity.

The Fellows were tasked with the following:

- Identifying relevant competencies for sustainability and the pedagogical approaches which support their development;
- Co-creating a shared vision for ESD as part of Trinity undergraduate and postgraduate education;
- Mapping existing ESD provision at Trinity: including integration of ESD concepts and pedagogical approaches across undergraduate and postgraduate programmes.

1.6 Academic Integrity

In February 2022, Council approved the Terms of Reference of the Academic Integrity Working Group, which included the review and improvement of policies and processes relating to academic conduct and misconduct (including but not limited to plagiarism and cheating) and to ensure that these are aligned with the statement of principles on institutional integrity and benchmarked against national and international best practice.

An Education Policy Developer was appointed in March 2023 to work on reviewing, updating and implementing policies and procedures relating to academic integrity. In June 2023, amendments to Calendar Part II regulations on academic misconduct were approved, which were based in part on the NAIN Framework for Academic Misconduct Investigation and Case Management. The updates to these regulations included new procedures for dealing with cases of suspected misconduct. Key changes to the procedures and process included:

- Use of language which focuses on and foregrounds academic integrity, rather than academic misconduct.
- A reframing of the response to academic integrity breaches in pedagogical and consequential terms rather than merely punitive ones, wherever possible.
- The possibility of avoiding a lengthy and stressful meeting for staff and students, if the student acknowledges the misconduct and accepts a proposed consequence.
- A rubric designed to facilitate a fair, consistent, and more objective adjudication of instances of academic misconduct.

Implementation of the new procedures commenced in September 2023.

1.7 Policies

There were several policy developments in 2022/23 which included the following:

- A review of the External Examiner Policy to categorise the workload distribution for External Examiners.
- Revisions to the Reasonable Accommodation policy

- Procedures for the non-submission of coursework and absence from examinations were paused indefinitely.
- The development of an English Language Policy which outlines Trinity's requirements and standards for evaluating the English language ability of international applicants.

Part II: Admissions

1 Composition of the Undergraduate Student Body

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

In 2022/23, student registrations hit the highest levels in the history of the university. A total of 14,986 students were registered on undergraduate programmes in 2022/23, which accounted for 70% of the student population of Trinity, an increase of 4.7% in comparison to 2021/22. The total number of year 1 undergraduate registrations, including UG validated and visiting students, in 2022/23 was 5,196, compared to 4,846 in 2021/22 (ref see appendix I). Given the increases in student numbers observed in the last number of years, the development of a College admissions strategy is required to clearly articulate the strategic vision and ambitions for the Trinity student body and to inform operational planning. Consultation with the College community was undertaken in 2022/23 in order to develop a University Admissions Strategy and in June 2022/23 Council recommended the implementation of pilot projects in a select group of Schools.

2.1 Non-EU Undergraduate Students

In 2022/23, Non-EU students accounted for 17% of the 2022/23 undergraduate student population. Table C1(a) in the Academic Registry Annual Report (AR Annual Report, 2022/23, pg. 24), records a 25% increase (2,568 v 2,060) in the number of non-EU undergraduate students compared to 2021/22, exceeding the pre-COVID-19 numbers (2019/20: 1,706; 2018/19: 1,677). The increase is particularly notable in the cohort of visiting students, which declined dramatically during COVID-19. The total full-time non-EU undergraduate intake for 2022/23 (1882) has now also exceeded the numbers seen prior to COVID-19 and is 66% higher compared to the 2019/20 intake (1135).

Table 1: Non-EU undergraduate registrations 2022/23

	2022/23	2021/22	2020/21	2019/20
Year 1 – 5 UG non-EU Registrations				
Full-time non-EU UG*	1882	1591	1239	1135
UG non-EU Visiting	686	469	27	571
Total	2568	2060	1266	1706
Year 1 UG non-EU Registrations				
Full-time non-EU UG*	606	585	384	358
UG non-EU Visiting	686	469	27	571
Total	1292	1054	411	929

Source: Table C1(a) in AR Annual Report, 2022/23, pg. 24, data also provided by Trinity Global and Academic Registry summarised from Appendix 1

*Includes validated programmes delivered in Linked Provider Institutions

There was a small increase in the number of full-time year 1 non-EU undergraduate registrations in 2022/23 compared to 2021/22 (606 v 585). 57% of year 1 non-EU undergraduates come from the faculty of Arts, Humanities and Social Sciences, 16% from Science, Technology, Engineering and Mathematics, 9% are multi-faculty and 18% from Health Sciences (ref: see Appendix 1).

The number of 1st year non-EU visiting undergraduate students in 2022/23 has increased by 46% compared to 2021/22 figures (686 in 2022/23 and 469 in 2021/22), and by 20% compared to 2019/20 (571). This indicates that the number of visiting non-EU students has continued to increase and exceed numbers seen prior to the pandemic.

The increasing number of non-EU undergraduate students seems likely to reflect efforts by Trinity Global to recruit international students to meet the target set out in the 2020-25 Trinity Strategic Plan, which aims to diversify the international student body and increase overall number of non-EU UG and PG students to 3,750 by 2025. In 2022/23, 20% (4,308) of the total student population were non-EU. Significant demand from the USA in particular, and growing demand from the Middle East/North Africa (MENA) region, contributed to the overall increase in registrations for 2022/23. The Student Recruitment team in Global held over 1,200 student recruitment events with the majority of these held in-person. To promote Trinity programmes, Trinity Global visited various new countries including Morocco, Lebanon, Panama and Georgia. The Global Team also engaged with international and other high school networks and supported¹1001.

Applications received for the dual-degree programme with Columbia University increased from the previous year (385 v 250). In 2022/23, 101 places were offered, with 71 accepting a place on the programme (ref: 2022/23 Annual Report Undergraduate Common Architecture Office, pg. 28). The number of registered students on the programme has also continued to increase (59 in 2022 vs 45 in 2021 (ref: AR Annual Report, 2022/23, pg. 17). Further information can be found at <https://tcd.gs.columbia.edu/>.

Trinity's partnership with Thapar University on the International Engineering Programme (IEP) led to 18 student registrations for year 3 in 2022/23 (56 in 2021/22). The total number of students enrolled across years 3-5 for 2022/23 was 68, which is slightly reduced compared to last year (73). However, current figures are comparable with pre-pandemic figures, which saw 63 student registrations in 2019/20 and 65 in 2018/19.

The International Foundation Programme (IFP) ² delivered by MIE and validated by Trinity was established in 2016. It caters for non-EU students whose second-level terminal examination does not qualify them for direct entry to full-time undergraduate degree programmes in Trinity.

¹ [Trinity Global Annual Report 2022-2023](#)

² Students successfully completing the programme will also receive the Certificate in International Foundation Studies for Higher Education, a special purpose award aligned to Level 6 of the National Framework of Qualifications (NFQ).

Students can register for one of two pathways – pathway A prepares students to enter Arts and Social Sciences programmes and pathway B prepares them for entry into Engineering, Health Science, and Science programmes. In 2022/23 MIE processed a total of 1,351 applications (1,318 in 2021/22) resulting in 240 offers being issued and 110 registrations (103 registrations in 2021/22), of which 102 students sat their final exams in June 2023. Of these registered students, 38 joined pathway A, while 72 joined pathway B. 34 of the registered students came from China, 38 came from the Gulf state background with the remaining 38 students coming from 17 other backgrounds. According to Trinity Global, the IFP achieved its ambitions and was a significant source of students entering the first year of undergraduate programmes.

Table 2: Applications and registrations to the International Foundation Programme, MIE 2018–2022

	2022/23	2021/22	2020/21	2019/20	2018/19
Applications	1351	1318	578	206	220
Registrations	110	103	91	65	80

2.2 EU Undergraduate Student Admissions

The number of EU registered first-year students (including UG, UG validated, UG visiting) has remained stable over the last five/six years with a small increase in 2022/23 (3,904) compared to 2021/22 (3,792) (see Appendix I).

In 2022/23, 29% of CAO applicants, including those from the EU, applied for a Level 8 programme in Trinity (28% in 2021, 27% in 2020), 13% of which were first preference applications. The ratio of first preference applications and eligible first preference applications to quota increased by 3.5% on 2021/22 figures (11,091 v 10,711). There was a 1.5% reduction in the number of applications to Trinity programmes (51,680 v 50,915) and a 4.5% drop in individuals applying to study at Trinity (23,878 v 22,875). Acceptance rates to CAO offers in early rounds have continued to drop, specifically round 2 offers (-8%) and round 3 offers (-6%). The Academic Registry reported an increase in applications for a select number of programmes, such as Computer Science, Linguistics and a Language (TR039) as well as TJH combinations with Computer Science, first introduced in 2021. Middle Eastern and European Languages and Cultures (TR040) and Business Studies and Polish (TR089) also saw an increase. Nine single honours courses offered places through random selection³ (down from 17 in 2021).

2.3 Demographic Breakdown of EU Applicants and Entrants

In 2022/23, 90% of applicants who accepted places through the CAO were from the island of Ireland (information provided by AR on 04 April 2024).

³ In instances where there is an excess of applicants who achieved the same points applying for remaining places on a course, these applicants are assigned the remaining places through a random number process.

In terms of the geographical spread of undergraduate new entrants from the island of Ireland, the overwhelming majority in 2022/23 were from Leinster (83%), which is in line with previous years. 54% of entrants were from Dublin (1573). The ongoing housing crisis and high costs associated with living in Dublin, and proximity to other Universities are likely to be factors in Irish-based applicants' decision-making when choosing an institution to attend. A detailed breakdown of the distribution of undergraduate new entrants by county 2022/23 can be found in appendix 2 and the AR Annual Report 2022/23.

Table 3: Provincial spread of undergraduate new entrants from the island of Ireland 2022/23

Province	Proportion
Leinster (excluding Dublin)	54.5% (1573)
Dublin	28.4% (821)
Munster	7.1% (206)
Connacht	5.3% (152)
Ulster	4.7% (135)
Total	2887

2.4 Northern Ireland Admissions

The Northern Ireland Engagement Programme (NIEP) was launched in 2013⁴ with the aim of re-engaging with schools across NI to increase the number of NI students registered for undergraduate programmes in Trinity. An overall increase of 60% in the number of applicants from Northern Ireland (NI) was observed during the period from 2014/15 to 2017/18, although in more recent years both applications and acceptances have seen a marked decline.

While the number of applications from NI has seen a decline from 2018/19 (2021/22: 554; 2018/19: 763), this trend slightly reversed in 2022/23 which saw 603 applications. Of these applicants, 163 applied via the NI Feasibility Study while 440 applied through the standard route.

While the total number of offers made to students from Northern Ireland was relatively stable, (179 in 2022/23 v 181 in 2021/22) the number of offers made to NI Feasibility Study students declined by 10 in 2022/23 and 18 were accepted. This may reflect the decline in offers from Trinity, due to the clustering of applications in a small number of courses, which left unfilled quotas in many courses. The conversion of offers to acceptances with respect to

⁴ Students seeking entry via the Feasibility Study are required to apply through the CAO in the normal way but must complete an additional application form and return this to the TCD Admissions Office by 1 May of the year in which they hope to matriculate. A maximum of 3 places (depending on the course quota) are set aside in all courses (excluding Medicine), which students from NI can access with 3 A-levels. Students must present with the minimum profile of ABB and meet course-specific requirements. They are ranked on merit.

all NI applications to Trinity reached a new low since 2015 (28% in 2022/23; 32% in 2021/22; see Table B7, below).

Table B7: Northern Ireland Feasibility Study applicants, offers and acceptances 2015 – 2022.

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

Source: Combination of Central Admissions Office (CAO) & SITS taken from Table B6 in AR Annual Report, 2022/23, pg. 15.

In June 2023, Council approved the conclusion of the Northern Ireland Feasibility Study (NIFS), with the final entry intake for the academic year 2025/26. The calibration of CAO points for A-Levels was adjusted in 2015 and then again in late 2023 which has sought to reduce the competitive disadvantage for NI Students applying to HEIs in Ireland. The late release of CAO, which the study was not designed to address, continues to limit student mobility from NI. Trinity Global continued to develop student recruitment activities in NI in 2022/23 through both in-person and virtual events. This included offering tailored, online undergraduate events for NI CAO applicants, making information sessions accessible to a broad range of prospective students, visiting NI secondary schools and participating in the UCAS Discovery fair in Spring 2023, attended by up to 10,000 students.

2.5 Alternative Entry Routes

There are a number of successful alternative entry routes for widening participation groups. These include HEAR, DARE⁵, CDET B FET⁶ links, TAP Foundation programmes for young adults and mature students, mature nursing and the mature student dispensation scheme. Within the HEAR and DARE scheme, students may enter on full or reduced points.

Table 2.5: Undergraduate student admissions by alternative entry routes

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

Source: data provided by AR 24 February 2024 and TAP 21 March 2024.

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

The Trinity Strategic Plan 2020–2025 aims to increase the percentage of undergraduate students from non-traditional backgrounds in higher education to 25% by 2025 (Trinity Strategic Plan 2020-25, pg. 15). The data presented in Table 2.5 indicates that there has been a slight decrease in the number of those entering undergraduate programmes via alternative admission routes, from 27% in 2021/22 to 24% in 2022/23. The decrease was seen across all entry routes, with the exception of those entering through DARE.

The number of students who are entering Trinity through DARE continues to increase year-on-year, with 353 entrants in 2022/23, compared with 306 in 2021/22 and 297 in 2020/19. This increase is reflected nationally, as reported in the National Access Plan (2022-2028). However, it is important to note that this does not reflect the number of students with a disability in

⁵ The Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) are national admissions schemes aimed at students from low-income groups and students with a disability, where qualifying applicants can compete for a quota of reduced Leaving Certificate points places across a range of higher education institutions.

⁶ Further Education via the City of Dublin Education and Training Board.

Trinity due to a significant number of students registering with the Disability Service during the academic year (see Disability Service Annual Report 2022/23⁷). The Trinity disability Service KPIs and Statistics report for 2022/23 indicates that 444 new entrant undergraduate students applied for disability support in 2022/23.⁸

The number of admissions through HEAR has reduced by 24% in comparison to 2021/22 (215 v 164). There has been a decrease in applications through HEAR across the Irish HE Sector in recent years, although the proportion of candidates to Trinity has remained stable over the last number of years. The two years of admissions using calculated grades during COVID coincided with an increase in HEAR entrants relative to other years, therefore the move back to traditional leaving cert examinations may have disproportionately affected students from disadvantaged backgrounds. The National Access Plan (2022-2028), a strategic action plan for equity of access, participation and success in higher education, reports that the rising costs associated with higher education are a significant barrier for students from disadvantaged backgrounds and has indicated that targeted resources are needed to ensure their inclusion in Higher Education.

When looking at the Faculty and Gender breakdown, the Faculty of Health Science accounts for the largest proportion of undergraduate new entrants by alternative admission routes, followed by the Faculty of AHSS. The Faculty of STEM accounts for the largest proportion of HEAR students, followed by the Faculty of Health Sciences.

⁷ [Disability Service Annual Report 2022/23](#)

⁸ [Trinity disability Service KPIs and Statistics 2022-23](#)

Table B3: Undergraduate new entrants by alternative admission routes by Faculty, by Gender 2022/23

Entry route	Arts, Humanities & Social Sciences			Science, Technology, Engineering, and Mathematics			Health Sciences			Multi-Faculty			Total
	Female	Male	Other	Female	Male	Other	Female	Male	Other	Female	Male	Other	
HEAR (Socio-economically disadvantaged)*	27	14	1	29	38	-	39	10	-	14	5	-	156
Mature students	15	18	1	4	10	1	86	18	-	6	7	-	183
FETAC/QQI	8	13	-	11	4	-	14	-	-	-	3	-	46
DARE (students with disability)*^	65	46	-	39	51	2	64	18	-	33	32	-	350
Totals for Alternative Entry Routes	115	79	2	83	103	3	203	46	-	53	47	-	734
No. of CAO entrants 2022/23	567	355	5	427	494	7	583	140	-	351	174	5	3108
Total CAO entrants as a % of Faculty new entrants	20.2%	22.3%	40.0%	19.4%	20.9%	42.9%	34.8%	32.9%	0.0%	15.1%	27.0%	0.0%	23.6%

Source: data provided by AR and TAP

*Includes merit and reduced points.

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

Data illustrating the number of applicants through the Mature Student Dispensation Scheme was provided by AR and TAP. This data is illustrated in Table B5 (a), below.

There was a notable increase in the number of mature student applications in 2022/23 compared to the previous year (1030 in 2022/23 v 666 in 2021/22), although the increase in the number of offers was less remarkable (128 v 116). Of those that were offered a place, 56% registered for a programme. The data reflect national trends, with the National Access Plan (2022-2028) reporting a decline in mature student participation in Higher Education.

There was a decline in mature students registering in AHSS and MF, with numbers registered on programmes delivered in HS and STEM increasing. The low registration in STEM may be attributed to the fact that higher-level Leaving Certificate Maths is a requirement for mature student entry to Engineering and Computer Science programmes. Despite the development of 'Maths for STEM', a 30 ECTS credit module, delivered in Further Education and Training (FET)

centres, Maths attainment is still a barrier to participation. More generally, the high employment rate, issues around affordability, accommodation and the challenges of full-time study continue to be persistent barriers to significantly increased mature student participation.

Table B5(a): Analysis of students admitted via Mature Students Dispensation Scheme, by Faculty 2016 – 2022

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

Source: data provided by Academic Registry on 21 March 2024 and TAP on 16 April 2024.

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

2.6 Trinity Admissions Feasibility Study (TAFS)

The Trinity Admissions Feasibility Study (TAFS) admits students to three courses: Law (10 places), History (10 places) and Ancient and Medieval History and Culture (5 places). In 2022/23, 14 students were admitted: History (6), Law (5) and Ancient and Medieval History and Culture (3). The number of applicants to the Study also reduced by 28% on the previous year (185 v 237).

The TAFS was set up to assist in the development of national policy by seeing if there is a fairer and better mechanism for admitting students to higher education using a range of assessments (including the Leaving Certificate, RPR⁹ and a personal statement/essay). It was not designed as an access route for students from socio-economically disadvantaged backgrounds; rather it was explicitly intended to benefit students whose ability and potential might not be captured under the current CAO system, regardless of background (Interim Report, 2015). In June 2023, Council

⁹ Relative Performance Rank (RPR) – the performance of the applicant relative to other applicants from their school. This scale looks at the rank of the applicant compared to every other applicant from their school who has applied to any course, in any college, through the CAO.

approved the conclusion of the Trinity Admissions Feasibility Study (TAFS), and the academic year 2023/24 will see the last intake onto the study. The possibility of increasing the proportion of CAO places reserved for widening participation pathways and for those presenting with QQI-FET qualifications will be explored.

2.7 Entrance Exhibition Awards

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

In 2022/23, 675 new entrants were awarded an Entrance Exhibition Award, compared to 686 awards in 2021/22, (ref: AR Report, 2022/23, pg. 17). This small decrease may be ascribed to the return to the traditional Leaving Certificate examination format employed prior to the Covid-19. Measures put in place during Covid-19 in relation to the leaving certificate may have contributed to grade inflation with a higher number of students receiving 500 points and over. Notwithstanding the return to the traditional Leaving Certificate format, the number of Entrance Exhibition awards is still higher than prior to the pandemic (527 in 2020/21; 452 in 2019/20 and 439 in 2018/19). The 2022/23 Entrance Examinations cohort came from 460 (499 in 2021/22) different schools; 429 from 31 counties on the island of Ireland, together with candidates from 41 schools in 31 countries.

Table B9 below presents data relating to Entrance Exhibition Awards by Faculty and Gender. Students in the Faculty of STEM achieved the highest number of Entrance Exhibition Awards (237) followed by HS (181) in 2022/23.

Table B9: Entrance Exhibition Awards by Faculty and Gender, 2019/20 – 2022/23

Faculty	2022			2021			2020			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
AHSS	59	77	136	47	94	141	48	110	158	38	73	111
STEM	100	137	237	145	121	266	121	78	199	121	61	182
HS	55	126	181	39	138	177	29	99	128	44	70	114
MF	48	74	122	47	55	102	14	28	42	22	23	45
Total	262	414	675	278	408	686	212	315	527	225	227	452

Source: AR Annual Report, 2022/23, pg. 17

Part III: Student Lifecycle Post-Admission

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

This section of the Senior Lecturer’s Annual Report presents data relating to students’ progression and retention for programme years 1-5 for the academic year 2022/23. The data presented for first-year students includes the category ‘new entrant’, defined by the HEA as ‘undergraduate students entering third level for the first time’. Data on progression and retention are also provided by gender and fee-paying status.

3.1 Undergraduate Student Retention Analysis

3.1.1 General Overview

Table 3.1 presents the total number of registered students on Trinity undergraduate programmes in 2022/23 following data cleansing. For the purposes of the progression and retention data presented in this section, 585 students were removed from the analysis, leaving a total of 12,988 registered students on undergraduate programmes.

Table 3.1: Retention analysis profile of students excluded from analysis

Student Status	2023
Undergraduate and Undergraduate Validated Programmes	13573
Diploma and Professional Diploma	-92
Off Books	-111
Off Books Assessment	-294
Medical Intern	-82
Student Union Officer & Intermission of Studies	-6
Total	12988

Source: data provided by AR on 26 February 2024

3.1.2 Undergraduate New Entrants: Progression and Retention Profile

Retention is defined as students who progressed, repeated year 1 or who transferred to another course within Trinity. Table 3.2 presents data relating to new entrants for 2022/23, which reveal an overall retention rate of 94%, compared to 95% in 2021/22. Data for the last three years illustrates an upward trend in the non-retention rate, from 3.7% in 2019/20 to 6.4% in 2022/23. This reflects national trends as per the data released by the Higher Education Authority, who also report a downward trend at a national level in progression rates of new entrants to Level 8 programmes from 2019/20 – 2021/22.¹⁰ If these trends continue, there may be a need to address student attrition by developing evidence-based interventions to support students most at risk of discontinuing their studies. The proportion of students who progressed to the same course continued to decrease (2022/23: 88.5% 2021/22: 91%; 2020/21: 92%) and there was a slight increase in the number of students transferring to another course.

¹⁰ <https://hea.ie/statistics/data-for-download-and-visualisations/students/progression/non-progression-and-completion-dashboard/>

Table 3.2: New entrant data, year 1, 2022/23 – 2019/20

Standing & retention	2022/23		2021/22		2020/21		2019/20	
	N	%	N	%	N	%	N	%
Year 1								
Progressed same course	3147	88.5%	3189	90.7%	3140	92.2%	3001	94.1%
Repeat same course	66	1.9%	63	1.8%	52	1.5%	13	0.4%
Transferred to another course	116	3.3%	91	2.6%	68	2.0%	56	1.8%
Not retained	228	6.4%	173	4.9%	145	4.3%	119	3.7%
Total	3557	100%	3516	100%	3405	100%	3189	100.0%

Source: data provided by AR on 26 February 2024

Table 3.3 presents new entrant data by Faculty. A decline in the proportion of students progressing was observed particularly in the Faculties of HS and STEM in 2022/23, while AHSS has remained stable at 96% since 2021/22. STEM has a very slightly lower retention rate (92%), than HS (93%) and MF (93%).

Table 3.3: New entrant data by Faculty 2022/23

Standing & retention	AHSS				STEM				HS				MF			
	2022/23		2021/22		2022/23		2021/22		2022/23		2021/22		2022/23		2021/22	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Progressed same course	1042	91.6	1062	93.8	870	85.5	894	88.3	687	88.4	712	91.9	548	87.8	521	87.1
Repeat same course	17	1.5	9	0.8	30	2.9	25	2.4	13	1.7	18	2.3	6	1.0	11	1.8
Transferred to another course	29	2.5	17	1.5	37	3.6	38	3.7	21	2.7	15	1.9	29	4.6	21	3.5
Not retained	50	4.4	44	3.8	81	8.0	55	5.4	56	7.2	29	3.7	41	6.6	45	7.5
Total progression rate	96%		96%		92%		94%		93%		96%		93%		92%	

Source: data provided by AR on 26 February 2024

Table 5 (see Appendix III) presents data relating to new entrant progression and retention by Gender and Faculty. Figures for 2022/23 show that out of 2230 students who identify as female,

141 were not retained, which is a 2% decrease from 2021/22 (96% v 94%), while the retention rate of males increased by 1% to 94%. The proportion of those who repeated the same course was slightly higher for males (3%) than females (1%). Looking at the gender differences across faculties (see Appendix IV), males had a slightly higher progression rate than females in STEM (F: 90%; M: 93%) and AHSS (F:95%; M:96%), while the progression rate for females was higher in HS (F:94%; M:91%) and MF (F:94%; M:90%).

The progression and retention rates of new entrant EU and non-EU students can be seen in data presented in Tables 6, 7i, and 7ii (see Appendices V and VI). In 2022/23 there was no difference in the rate of retention of EU and non-EU new entrant students (EU: 94%; non-EU:94%). The faculties of AHSS and STEM have a similar progression rate for both EU and non-EU students, whereas HS records a slightly higher progression rate amongst non-EU students.

3.1.3 Undergraduate Registered Students: Progression and Retention

This section presents data across all programme years, providing a snapshot of student progression and retention across five years of the student lifecycle for 2022/23 (see Appendix IV). As observed in previous years, the number of students 'not retained' decreased as students progressed through their programme, with student attrition being greatest in first year.

Table 3.4 below presents data on the profile of registered students for years 1 to 5 who were not retained. Overall student attrition across the whole student UG body for 2022/23 was 3%, which has remained unchanged since 2020/21. Of the 366 students not retained across years 1-5, The attrition rate does not vary by gender, while non-EU students (4%) had a marginally higher attrition rate compared to EU students (3%) across all year groups.

Table 3.4: Not-retained UG registered student profile across years 1-5, 2022/23

(This table is a summary of data provided in appendices III & IV)

Faculty	Not Retained	Gender			Fee Status	
		Female	Male	Prefer not to say	EU	NEU
AHSS	87	52	34	1	68	19
STEM	136	64	72	0	113	23
HS	78	56	22	0	67	11
MF	66	34	32	0	52	14
Total	367	206	160	1	300	67
Total number of UG registered students	12988	7954	4999	35	11204	1784
Total % of UG registered students not retained	2.8%	2.6%	3.2%	2.9%	2.7%	3.8%

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

Data on the assessment progression of students who entered Trinity through alternative entry routes was presented for the first time in the 2020/21 annual report. In 2022/23, new entrants who entered through these routes had an 85% pass rate, a 1% decrease from 2021/22 and a 6% decrease overall since 2020/21, which recorded a 91% pass rate. Entrants entering through standard routes had a 93% pass rate in 2022/23. The proportion of new entrants entering through alternative entry routes repeating the year was 12% in 2022/23, which has steadily increased since 2020/21 (10% in 2021/22 and 7% in 2020/21). This compares to 5% of entrants who entered through standard entry routes. Research has shown that the COVID-19 pandemic exacerbated educational attainment disparities in participating and successfully progressing in higher education for at risk students and the new National Access Plan 2022 -2028 has identified progression rates of students from the identified priority groups as a key indicator for assessing the success of the implementation of the plan (A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022–2028).

Table 3.5: Assessment progression of new entrants who entered through Widening Participation routes in 2022/23 (summarised from Appendix VII)

WPA ROUTES	Year 1				
	Pass	Fail	Not Progressed	Repeat year	No Result
DARE (Merit offer)	93%	1%	0%	5%	1%
DARE (Reduced points offer)	84%	2%	0%	14%	0%
HEAR (Merit offer)	93%	0%	0%	7%	0%
HEAR (Reduced points offer)	81%	3%	0%	16%	0%
ex Foundation into full degree (Mature)	88%	0%	0%	12%	0%
ex Foundation into full degree (Young Adult)	68%	14%	0%	18%	0%
FETAC/QQI	82%	0%	0%	18%	0%
Mature	86%	1%	0%	12%	1%
Total WPA Routes	85%	2%	0%	12%	0%
Other Alternative Routes					
Northern Ireland Feasibility Study	100%	0%	0%	0%	0%
Trinity Admissions Feasibility Study	94%	0%	0%	6%	0%
Standard Entry	93%	2%	0%	5%	0%

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

Table 3.6 presents the pass rate for undergraduate students across years 1-5 who entered through various WP routes for the period 2016–2023. The overall pass rate was 91% in 2022/23, which is unchanged from 2021/22 and reflects data from the pre-Covid era 2017/18 and 2018/19 (91%). 8% of students who entered through alternative entry routes repeated the year in 2022/23, compared to 3% of those entering through Standard Entry. (see Appendix VII).

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

Widening Participation Access Routes	2022/3	2022/3 Total	2021/22	2021/22 Total	2020/21	2020/21 Total	2019/20	2019/20 Total	2018/19	2018/19 Total	2017/18	2017/18 Total
DARE (Merit offer)	94%	18%	95%	19%	96%	20%	96%	17%	91%	16%	97%	15%
DARE (Reduced points offer)	89%	18%	91%	20%	93%	19%	94%	18%	87%	17%	86%	14%
HEAR (Merit offer)	96%	11%	95%	15%	98%	17%	98%	15%	92%	17%	97%	18%
HEAR (Reduced points offer)	90%	15%	91%	17%	93%	17%	95%	16%	91%	16%	91%	17%
ex Foundation into full degree (Mature)	95%	11%	79%	15%	88%	16%	90%	17%	91%	18%	88%	18%
ex Foundation into full degree (Young Adult)	79%	12%	81%	16%	89%	18%	91%	16%	83%	19%	83%	16%
FETAC/QQI	88%	19%	87%	29%	93%	25%	96%	17%	92%	13%	90%	8%
Mature	92%	13%	91%	15%	90%	17%	94%	16%	90%	17%	91%	17%
Widening Participation Access Routes Total	91%	15%	91%	18%	92%	18%	95%	17%	90%	17%	91%	16%
Standard Entry	95%	16%	95%	18%	96%	17%	97%	16%	96%	16%	96%	16%
Grand Total*	94%	15%	94%	18%	95%	17%	96%	16%	94%	16%	95%	16%

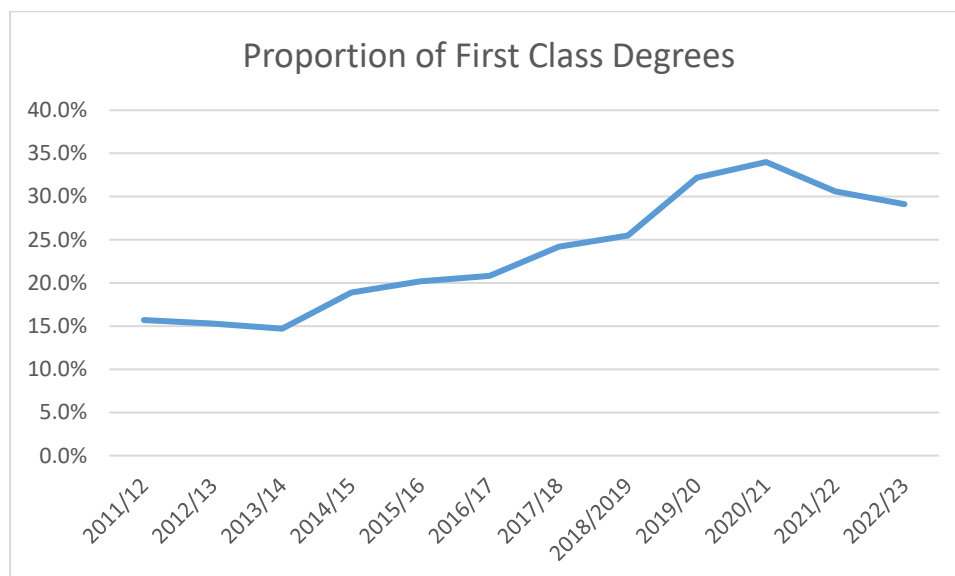
*Includes students who entered through the Northern Ireland Feasibility Study, the Trinity Feasibility Study, and students on Foundation Courses

3.2 Award Classifications

The AR Annual Report, 2022/23 provides comparative data on award classifications achieved by students in 2022/23 (ref: AR Annual Report, 2022/23, Table E9 pg. 41).

The proportion of students awarded a first-class degree was 29% in 2022/23, which represents a decrease from the COVID-19 pandemic years in which 31% of students were awarded a first class in 2021/22 and 34% in 2020/21. As shown in Table 3.7, across the faculties the highest percentage of first-class degrees were awarded to students in the Faculties of MF (35%) AHSS (34%), while 26% of Health Sciences (excluding Medicine and Dental Science) students and 25% of STEM students achieved a first class.

There has been a sustained increase in the proportion of first-class degrees awarded in Trinity since 2011/12, as viewed in the figure below.



An increase during the Covid-19 period is likely related to mitigating measures implemented in relation to assessment and progression regulations. Wider trends in degree classifications are complex and relate to a myriad of factors that are student related (efforts, motivations) and teaching and learning-support or curricula related, with universities implementing more student focused practices and students having access to better information regarding what is required from them. These trends may also reflect changes made to assessment and progression related policies within the time period and national policy or practice.

Table 3.7: First-class degrees by Faculty 2022/23 - 2019/20 (summarised from AR Annual Report, Table E13, pg. 61-5)

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

*Excludes Medicine and Dental Science

3.3 Gold Medals

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

Table E14: Number of First-Class degree and Gold Medals awarded by Faculty at graduation, 2018/19–2022/23

Faculty		2022/23	2021/22		2020/21		2019/20		2018/19	
	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals	First Class Degrees	Gold Medals
AHSS	372	29	364	29	430	39	315	34	287	37
STEM	247	58	209	70	249	84	316	81	240	69
HS	151	26	157	27	193	61	219	60	159	53
MF	125	14	139	14	156	20	127	10	90	12
Total	895	127	869	140	1,028	204	1,003	185	776	171
% Proportion of overall First-Class awards		14%	16%		20%		18%		22%	

Source: SITS as taken from AR Report, 2022/23, pg. 44

Table E14 in the AR Annual Report presents the total number of First-Class degrees awarded at graduation, rather than at the examination session. 127 Gold Medals were awarded in 2022/23. The percentage of students achieving a Gold Medal as a proportion of the overall number of First-Class awards decreased to 14% in 2022/23, compared to 20% in 2020/21 and 16% in 2021/22. Table E14 'Number of First-Class degree and Gold Medals awarded by Faculty, 2022/23–2018/19' (source: AR Report, 2022/23, pg. 44), shows the increase in the number of first-class awards during the COVID pandemic has reversed, although it is still higher than in pre-Covid years. In 2022/23, 57% of Gold Medals awarded went to female students.

Table E20: Gold Medals awarded by Gender 2018/19 – 2022/23

Gender	2022/23	2021/22	2020/21	2019/20	2018/19
Male	55	64	98	94	80
Female	72	76	106	92	91
Total	127	140	204	185	171

Source: SITS as taken from AR Report 2022/23, pg. 44

3.4 Student Cases

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

Table E2(a) below shows that the number of cases submitted to the Courts of First Appeal following the reassessment period has increased gradually over the last three years. In 2022/23, there was a small increase in the total number of cases submitted to the Courts of First Appeal compared to the previous year. A higher number of cases submitted to the Courts of First Appeal was observed in Medicine, Nursing, Pharmacy, Occupational Therapy, particularly at the reassessment session. Overall, while the number of cases brought to the Courts of First Appeal in the 2022/23 annual session decreased compared to 2021/22 figures, an increase in cases was observed in the reassessment session. The Academic Registry report suggests that a significant number of cases in the reassessment session were requests to not repeat a year (usually OBA) and instead to carry over a failed module to the following year, which is prohibited by the progression regulations. The surge may also be due to micro-economic and financial factors relating to the cost-of-living in 2023 (ref AR Annual Report, 2022/23, pg. 32).

Table E2(a): Undergraduate student cases: Courts of First Appeal 2018/19 – 2022/23

Courts of First Appeal	2022/23		2021/22		2020/21		2019/20		2018/19	
	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Suppl
Engineering, Science, SCSS	1	12	0	15	0	7	0	8	0	11
Arts, Humanities & Social Sciences	2	3	2	7	1	7	0	2	4	4
Law	0	1	3	2	0	2	2	2	10	3
Medicine, Nursing, Pharmacy, Therapy	3	31	7	15	1	19	0	8	2	18
Multi-Faculty (TJH)	0	6	1	5	0	5	0	3	0	1
Total	6	53	13	44	2	40	2	23	16	37
Total for the year	59		57		42		25		53	

Source: extracted from AR Student Cases UG daily log as taken from the AR Annual Report 2022/23, pg.

There was a continued increase in Academic Appeals in 2022/23 compared to 2021/22 figures, specifically in the reassessment session. This increased number of academic appeals may be due to many of the appeals brought to the Courts of First Appeal not being granted, resulting in cases being further investigated by the Academic Appeals Committee. The increase of cases suggested the value of a review of the Appeals process to ensure an efficient and equitable process for students.

Table E2b: Number of cases coming to Academic Appeals Committee between 2022/23 and 2018/19

Academic Appeals	2022/23		2021/22		2020/21		2019/20		2018/19	
	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Reassess	Annual	Suppl
Engineering, Science, SCSS	1	14	0	15	0	3	0	0	0	1
Arts, Humanities & Social Sciences	0	7	0	1	0	0	0	0	1	2
Law	0	3	0	3	0	0	0	0	1	0
Medicine, Nursing, Pharmacy, Therapy	2	7	1	2	0	3	0	1	0	4
Multi-Faculty (TJH)	1	3	1	1	0	0	0	0	0	1
Total	4	34	2	22	0	6	0	1	1	7
Total for the year	38		26		6		1		8	

Source: Extracted from AR Student Cases Daily Log

Table E3 below presents the reasons for students going off-books and shows an increase in total OBN (no assessment) and OBA (with assessment) cases, rising to 616 in 2022/23 from 546 in 2021/22. OBN denotes taking a year off studies (which can be requested for many reasons). There was a 15% reduction in the number of OBN in 2022/23 compared to 2021/22 (307 v 362). A significant rise in OBN cases was observed 2021/22 (212 v 362) compared to 2020/21, which may be attributed to the challenges of studying during the pandemic.

Students can apply for permission to go off-books with assessment (OBA), which allows students to repeat any failed modules (up to 20 ECTS) while remaining off-books. In 2022/23 there was a substantial increase (68%) in OBA cases in comparison to 2021/22.

Table E3: Reasons for undergraduate students going off-books: 2015/16 – 2022/23

Reasons for off-books	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Reason for off-books (OBN)								
Personal	95	116	67	67	69	80	93	83
Medical	144	193	92	115	130	131	94	50
Financial	18	4	9	13	17	19	19	19
Ad Mis	5	6	7	6	8	13	13	7
Other	3	13	3	6	11	11	18	29
Health reasons	13	4	3	2	3	5	7	41
Intercalation	16	19	19	8	7	16	5	22
Academic	5	3	2	15	7	5	4	10

Collaborative programme	2	2	2	0	0	0	2	0
Disability needs not met	0	0	1	0	0	0	0	0
Deferred	0	0	1	0	0	0	0	0
Related to covid	0	2	6	0	0	0	0	0
Total OBN cases	307	362	212	231	252	280	255	261
OBA (Off-books with assessment)	309	184	81	184	167	206	182	214
Total cases (OBN+OBA)	616	546	293	415	419	486	437	475

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

3.5 Academic Integrity

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

Instances of plagiarism or other breaches of academic integrity are recorded in SITs by the module markers, school assessment manager or their delegates. The AR Annual Report 2022/23 reports that the number of reported plagiarism cases recorded has been declining in recent years, dropping to 31 in 2022/23, from 74 in 2021/22 and 124 in 2020/21. Plagiarism offences are categorised into 3 offence categories: level 1 (informal warning to student; student required to rephrase and correctly reference all plagiarised elements), level 2 (formal warning; student required to resubmit having rephrased and correctly referenced all plagiarised elements) level 3 (formal warning; student is required to submit a new piece of work as a reassessment during the next available session with a capping to the module mark). In 2022/23 there were 8 level 1 offences, 14 level 2 offences, and 9 level 3 offences. The largest proportion of cases of plagiarism continues to be seen in a small number of programmes and is limited to certain programmes in specific faculties. However, the above must be qualified by indications that instances of academic misconduct within the University far surpass those recorded on SITS. This suggested the importance of taking steps to ensure that occurrences of plagiarism and other forms of academic misconduct are meticulously logged in SITS by module markers, and Schools will be reminded of the critical importance of maintaining precise records of misconduct to allow for the identification of repeat offenses and to facilitate effective data analysis.

Further data on examination infringement and plagiarism was obtained from the Office of the Junior Dean and can be seen in Appendix VIII, table 10. There was a total of 125 incidences of examination infringement recorded among undergraduate students in 2022/23. The Office of the Junior Dean stated that these minor infringements consisted of possessing a mobile phone or smart device in an exam.

In June 2023, new procedures in relation to academic integrity and misconduct were approved for implementation from 2023/24.

3.6 Examinations

Table E10(b) from the 2022/23 AR Annual Report presents the breakdown of examination sittings from 2018/19 to 2022/23.

Table E10(b): Breakdown of examination sittings, 2017/18 – 2022/23

Examination sittings	2022/23		2021/22		2020/21		2019/20		2018/19	
End of Year / Semester	Semester 1	31,435	Semester 1	29,833	Semester 1	30,998	Semester 1	34,280	Semester 1	32,139
	Semester 2	31,168	Semester 2	28,376	Semester 2	28,288	Semester 2	30,235	Semester 2	36,246
Reassessments	4,375		3,967		2,971		2,874		3,644	
Specials/ Deferred Semester 1	-		2,645		1,644		24		-	
Council approved annual	4,693		3,966		3,101		4,121		6,649	
Council approved supplemental	707		858		531		-		477	
Term tests	-		323		-		2,361		2,754	
Foundation Scholarship	3,055		2,504		2,718		2,870		2,560	
Other *	-		-		-		-		536	
Totals	75,433		74,472		70,251		76,765		85,023	

*Music Entrance Test and Matriculation (number of students who applied)

Source: AR Annual Report 2022/23, pg. 38

The AR Annual Report 2022/23 reported a 4.1% increase in the number of centrally managed examination sittings compared to 2021/22. This increase is suggesting a return to pre-covid assessment practices.

3.7 Examination Accommodations

In 2022/23, the number of students registered for examination accommodations with the Disability Service increased 29% compared to the previous year (1,844 v 1,430). The need for examination accommodations has increased year on year since 2020/21. The 2022/23 AR Annual Report notes that this has placed significant demand for suitable exam accommodation venues.

The Disability Service continued to ensure that students with disabilities had examination accommodations applied in 2022/23. These accommodations included, but were not limited to, extra examination time of 10, 15 and 20 minutes per hour depending on requirements, as well as the provision of low distraction venues and group venues.

3.8 Foundation Scholarship

In 2022/23, a total of 448 students from 844 expected applicants presented for the Foundation Scholarship examinations in January 2023 (320 students from 695 applicants in 2021/22). In keeping with the increased number presenting for the Foundation Scholarship examinations,

62 new Foundation and Non-Foundation Scholars were elected, compared to 51 in 2021/22 (see Table E13 below). Of the Foundation and Non-Foundation Scholarships awarded, 34 (55%) were to females and 28 (45%) to males, compared to 29 females and 22 males in 2021/22.

2022/23 was the eighth year in which all programmes were required to have a minimum of 25% of the overall Scholarship mark that is 'general', i.e., discipline-related, but going beyond the set curriculum. Furthermore, to be eligible for Scholarships, candidates were required to earn a first overall and obtain a majority of first-class marks, with remaining paper(s) achieving a mark of 65% or above.

Table E13: Number of Foundation and non-Foundation Scholarships awarded 2017/18 – 2022/23

Faculty	2023		2022		2021		2020		2019		2018	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
AHSS	11	11	11	8	16	15	8	7	6	8	12	11
EMS	3	9	4	8	3	9	3	12	7	13	11	17
HS	13	4	13	6	19	7	11	8	10	7	14	6
MF	7	4	1	0	3	1	6	2	4	3	1	1
Total	34	28	29	22	41	32	28	29	27	31	38	35
Overall total	62		51		73		57		58		73	

Source: AR Annual Report 2022/23, pg. 40

Appendix I – Undergraduate registrations for Year 1

Table 4: Total undergraduate Year 1 registrations 2016/17 to 2022/23

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

Appendix II – Table C4: Distribution of undergraduate new entrants by county 2017/18 – 2022/23

County name	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	County name	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18
Antrim	20	23	32	27	21	47	Dublin 18	94	91	85	66	65	67
Armagh	1		1	2	4	2	Dublin 20	15	11	10	13	13	9
Belfast City	4	3	1	9	0	2	Dublin 22	30	33	32	38	26	27
Carlow	22	23	25	20	17	22	Dublin 24	55	60	68	50	60	56
Cavan	32	33	36	41	23	28	Fermanagh	4	4	2	2	7	6
Clare	19	19	27	29	27	25	Galway City	1	1				
Co Dublin	557	549	539	465	448	466	Galway County	61	79	53	1	62	53
Cork City		0	1	1	1	1	Kerry	27	33	34	66	26	45
Cork County	73	75	64	65	84	96	Kildare	211	226	245	28	225	203
Derry	6	6	3	8	7	9	Kilkenny	33	34	30	209	42	41
Donegal	31	34	44	39	30	42	Laois	28	36	40	26	36	45
Down	11	15	18	14	12	12	Leitrim	7	8	13	26	7	9
Dublin 1	11	13	11	7	7	6	Limerick City	1					
Dublin 2	8	5	7	8	5	7	Limerick County	32	42	28	14	33	39
Dublin 3	57	57	68	53	54	63	Longford	13	8	15	40	13	11
Dublin 4	68	52	59	77	64	57	Louth	82	79	82	18	57	65
Dublin 5	34	54	64	49	35	43	Mayo	42	55	50	70	45	61
Dublin 6	80	66	78	78	79	71	Meath	173	162	204	40	170	122
Dublin 6W	39	42	44	50	46	36	Monaghan	24	25	27	168	22	21
Dublin 7	27	44	32	33	41	40	Offaly	27	36	31	29	33	23
Dublin 8	48	31	31	33	24	30	Roscommon	21	20	25	23	27	28
Dublin 9	68	60	56	55	66	60	Sligo	20	22	23	20	23	31
Dublin 10	15	8	14	7	10	12	Tipperary	30	43	42	28	24	42
Dublin 11	12	33	40	31	35	29	Tyrone	2	5	4	33	5	5
Dublin 12	28	41	37	23	28	40	Waterford City			0	5	0	2
Dublin 13	62	68	59	72	69	45	Waterford County	24	31	24	33	41	24
Dublin 14	70	55	72	75	63	60	Westmeath	43	50	44	39	48	38
Dublin 15	131	131	140	129	107	103	Wexford	51	51	61	54	82	53

Dublin 16	58	49	65	54	61	60	Wicklow	138	140	133	134	155	145
Dublin 17	6	13	5	8	10	9	Grand total	2887	2987	3,078	2,835	2,825	2,794

Appendix III – Table 4 Retention and progression exit award by Gender 2022/23

Table 5: Retention and progression exit award by Gender 2022/23 (provided by AR on 26 February 2024)

Standing & Retention	Female	%	Male	%	Prefer not to say	%	Grand Total	%
1	2230	28.04%	1313	26.27%	14	40.00%	3557	27.39%
PROGRESSED SAME COURSE	1986	24.97%	1151	23.02%	10	28.57%	3147	24.23%
REPEAT SAME COURSE	27	0.34%	38	0.76%	1	2.86%	66	0.51%
TRANSFERRED OTHER COUSE	76	0.96%	38	0.76%	2	5.71%	116	0.89%
NOT RETAINED	141	1.77%	86	1.72%	1	2.86%	228	1.76%
2	2023	25.43%	1215	24.30%	9	25.71%	3247	25.00%
PROGRESSED SAME COURSE	1949	24.50%	1123	22.46%	9	25.71%	3081	23.72%
REPEAT SAME COURSE	24	0.30%	29	0.58%		0.00%	53	0.41%
TRANSFERRED OTHER COURSE	19	0.24%	29	0.58%		0.00%	48	0.37%
NOT RETAINED	31	0.39%	34	0.68%		0.00%	65	0.50%
3	1852	23.28%	1145	22.90%	11	31.43%	3008	23.16%
COURSE COMPLETED	15	0.19%	21	0.42%		0.00%	36	0.28%
PROGRESSED SAME COURSE	1778	22.35%	1040	20.80%	11	31.43%	2829	21.78%
REPEAT SAME COURSE	23	0.29%	40	0.80%		0.00%	63	0.49%
TRANSFERRED OTHER COURSE	9	0.11%	15	0.30%		0.00%	24	0.18%
NOT RETAINED	27	0.34%	29	0.58%		0.00%	56	0.43%
4	1693	21.28%	1118	22.36%	1	2.86%	2812	21.65%
COURSE COMPLETED	1428	17.95%	745	14.90%	1	2.86%	2174	16.74%
COURSE COMPLETED - EXIT	48	0.60%	93	1.86%		0.00%	141	1.09%
PROGRESSED SAME COURSE	199	2.50%	255	5.10%		0.00%	454	3.50%
REPEAT SAME COURSE	12	0.15%	13	0.26%		0.00%	25	0.19%
TRANSFERRED OTHER COURSE		0.00%	1	0.02%		0.00%	1	0.01%
NOT RETAINED	6	0.08%	11	0.22%		0.00%	17	0.13%
5	156	1.96%	208	4.16%		0.00%	364	2.80%
COURSE COMPLETED	155	1.95%	208	4.16%		0.00%	363	2.79%
NOT RETAINED	1	0.01%		0.00%		0.00%	1	0.01%
Grand Total	7954	100.00%	4999	100.00%	35	100.00%	12988	100.00%

Appendix IV – Retention and progression exit award by Gender and Faculty 2022/23

Table 5: Retention and progression exit award by Gender and Faculty 2022/23

Standing & Retention	AHS			AHS Total	STEM			STEM Total	HS			HS Total	MF			MF Total
	Female	Male	Prefer not to say		Female	Male	Prefer not to say		Female	Male	Prefer not to say		Female	Male	Prefer not to say	
1	726	407	5	1138	480	533	5	1018	601	17		777	423	19		624
PROGRESSED SAME COURSE	661	377	4	1042	403	463	4	870	542	14		687	380	16	2	548
REPEAT SAME COURSE	10	7		17	8	21	1	30	6	7		13	3	3		6
TRANSFERRED OTHER COURSE	22	7		29	23	14		37	15	6		21	16	11	2	29
NOT RETAINED	33	16	1	50	46	35		81	38	18		56	24	17		41
2	676	387	3	1066	423	502	4	929	576	14		717	348	18	2	535
PROGRESSED SAME COURSE	666	368	3	1037	390	442	4	836	561	13		699	332	17	2	509
REPEAT SAME COURSE	2	8		10	9	18		27	3	2		5	10	1		11
TRANSFERRED OTHER COURSE	2			2	13	25		38	4			4		4		4
NOT RETAINED	6	11		17	11	17		28	8	1		9	6	5		11
3	666	398	5	1069	386	464	4	854	568	12	1	697	232	15	1	388
COURSE COMPLETED	13	18		31					2	3		5				
PROGRESSED SAME COURSE	637	362	5	1004	370	421	4	795	554	12	1	675	217	13	1	355
REPEAT SAME COURSE	5	11		16	8	22		30	3	2		5	7	5		12
TRANSFERRED OTHER COURSE		1		1	4	9		13					5	5		10
NOT RETAINED	11	6		17	4	12		16	9	3		12	3	8		11
4	632	345	1	978	332	470		802	525	17		700	204	12		332
COURSE COMPLETED	625	340	1	966	232	216		448	369	64		433	202	12		327

COURSE COMPLETED - EXIT					48	93		141								
PROGRESSED SAME COURSE					45	145		190	154	110		264				
REPEAT SAME COURSE	5	4		9	4	7		11	2	1		3	1	1		2
TRANSFERRED OTHER COURSE						1		1								
NOT RETAINED	2	1		3	3	8		11					1	2		3
5					47	157		204	109	51		160				
COURSE COMPLETED					47	157		204	108	51		159				
NOT RETAINED									1			1				
Grand Total	270	153	14	4251	166	212	13	3807	237	67	1	3051	120	66	7	1879

Source: provided by AR on 26 February 2024

Appendix V – Retention and progression exit award by Fee Status 2022/23

Table 6: Retention and progression exit award by Fee Status 2022/23

Standing & Retention	EU	%	NEU	%	Grand Total	%
1	2993	26.71%	564	31.61%	3557	27.39%
PROGRESSED SAME COURSE	2641	23.57%	506	28.36%	3147	24.23%
REPEAT SAME COURSE	55	0.49%	11	0.62%	66	0.51%
TRANSFERRED OTHER COURSE	103	0.92%	13	0.73%	116	0.89%
NOT RETAINED	194	1.73%	34	1.91%	228	1.76%
2	2754	24.58%	493	27.63%	3247	25.00%
PROGRESSED SAME COURSE	2616	23.35%	465	26.07%	3081	23.72%
REPEAT SAME COURSE	46	0.41%	7	0.39%	53	0.41%
TRANSFERRED OTHER COURSE	44	0.39%	4	0.22%	48	0.37%
NOT RETAINED	48	0.43%	17	0.95%	65	0.50%
3	2681	23.93%	327	18.33%	3008	23.16%
COURSE COMPLETED	33	0.29%	3	0.17%	36	0.28%
PROGRESSED SAME COURSE	2525	22.54%	304	17.04%	2829	21.78%
REPEAT SAME COURSE	59	0.53%	4	0.22%	63	0.49%
TRANSFERRED OTHER COURSE	20	0.18%	4	0.22%	24	0.18%
NOT RETAINED	44	0.39%	12	0.67%	56	0.43%
4	2499	22.30%	313	17.54%	2812	21.65%
COURSE COMPLETED	2021	18.04%	153	8.58%	2174	16.74%
COURSE COMPLETED - EXIT	91	0.81%	50	2.80%	141	1.09%
PROGRESSED SAME COURSE	348	3.11%	106	5.94%	454	3.50%
REPEAT SAME COURSE	24	0.21%	1	0.06%	25	0.19%
TRANSFERRED OTHER COURSE	1	0.01%		0.00%	1	0.01%
NOT RETAINED	14	0.12%	3	0.17%	17	0.13%
5	277	2.47%	87	4.88%	364	2.80%
COURSE COMPLETED	277	2.47%	86	4.82%	363	2.79%
NOT RETAINED		0.00%	1	0.06%	1	0.01%
Grand Total	11204	100.00%	1784	100.00%	12988	100.00%

Source: provided by AR on 26 February 2024

Appendix VI – Retention and progression exit award update by Fee Status and Faculty 2022/23

Table 7: Retention and progression exit award update by Fee Status and Faculty 2022/23 – Total

	AHS		AHS Total	STEM		STEM Total	HS		HS Total	MF		MF Total
Standing & Retention	EU	NEU		EU	NEU		EU	NEU		EU	NEU	
1	944	194	1138	868	150	1018	663	114	777	518	106	624
PROGRESSED SAME COURSE	862	180	1042	742	128	870	580	107	687	457	91	548
REPEAT SAME COURSE	14	3	17	24	6	30	11	2	13	6		6
TRANSFERRED OTHER COURSE	25	4	29	35	2	37	21		21	22	7	29
NOT RETAINED	43	7	50	67	14	81	51	5	56	33	8	41
2	870	196	1066	819	110	929	602	115	717	463	72	535
PROGRESSED SAME COURSE	851	186	1037	735	101	836	586	113	699	444	65	509
REPEAT SAME COURSE	9	1	10	23	4	27	4	1	5	10	1	11
TRANSFERRED OTHER COURSE	2		2	38		38	4		4		4	4
NOT RETAINED	8	9	17	23	5	28	8	1	9	9	2	11
3	959	110	1069	763	91	854	606	91	697	353	35	388
COURSE COMPLETED	28	3	31				5		5			
PROGRESSED SAME COURSE	901	103	1004	709	86	795	589	86	675	326	29	355
REPEAT SAME COURSE	15	1	16	28	2	30	4	1	5	12		12
TRANSFERRED OTHER COURSE	1		1	11	2	13				8	2	10
NOT RETAINED	14	3	17	15	1	16	8	4	12	7	4	11
4	873	105	978	706	96	802	611	89	700	309	23	332
COURSE COMPLETED	861	105	966	426	22	448	430	3	433	304	23	327
COURSE COMPLETED - EXIT				91	50	141						
PROGRESSED SAME COURSE				169	21	190	179	85	264			
REPEAT SAME COURSE	9		9	11		11	2	1	3	2		2
TRANSFERRED OTHER COURSE				1		1						
NOT RETAINED	3		3	8	3	11				3		3
5				197	7	204	80	80	160			
COURSE COMPLETED				197	7	204	80	79	159			
NOT RETAINED								1	1			
Grand Total	3646	605	4251	3353	454	3807	2562	489	3051	1643	236	1879

Source: Provided by AR on 26 February 2024

Table 7: Retention and progression exit award update by Fee Status and Faculty 2021/22 – Percentage

	AHS		AHS Total	STEM		STEM Total	HS		HS Total	MF		MF Total
Standing & Retention	EU	NEU		EU	NEU		EU	NEU		EU	NEU	
1	25.89%	32.07%	26.77%	25.89%	33.04%	26.74%	25.88%	23.31%	25.47%	31.53%	44.92%	33.21%
PROGRESSED SAME COURSE	23.64%	29.75%	24.51%	22.13%	28.19%	22.85%	22.64%	21.88%	22.52%	27.81%	38.56%	29.16%
REPEAT SAME COURSE	0.38%	0.50%	0.40%	0.72%	1.32%	0.79%	0.43%	0.41%	0.43%	0.37%	0.00%	0.32%
TRANSFERRED OTHER COURSE	0.69%	0.66%	0.68%	1.04%	0.44%	0.97%	0.82%	0.00%	0.69%	1.34%	2.97%	1.54%
NOT RETAINED	1.18%	1.16%	1.18%	2.00%	3.08%	2.13%	1.99%	1.02%	1.84%	2.01%	3.39%	2.18%
2	23.86%	32.40%	25.08%	24.43%	24.23%	24.40%	23.50%	23.52%	23.50%	28.18%	30.51%	28.47%
PROGRESSED SAME COURSE	23.34%	30.74%	24.39%	21.92%	22.25%	21.96%	22.87%	23.11%	22.91%	27.02%	27.54%	27.09%
REPEAT SAME COURSE	0.25%	0.17%	0.24%	0.69%	0.88%	0.71%	0.16%	0.20%	0.16%	0.61%	0.42%	0.59%
TRANSFERRED OTHER COURSE	0.05%	0.00%	0.05%	1.13%	0.00%	1.00%	0.16%	0.00%	0.13%	0.00%	1.69%	0.21%
NOT RETAINED	0.22%	1.49%	0.40%	0.69%	1.10%	0.74%	0.31%	0.20%	0.29%	0.55%	0.85%	0.59%
3	26.30%	18.18%	25.15%	22.76%	20.04%	22.43%	23.65%	18.61%	22.84%	21.49%	14.83%	20.65%
COURSE COMPLETED	0.77%	0.50%	0.73%	0.00%	0.00%	0.00%	0.20%	0.00%	0.16%	0.00%	0.00%	0.00%
PROGRESSED SAME COURSE	24.71%	17.02%	23.62%	21.15%	18.94%	20.88%	22.99%	17.59%	22.12%	19.84%	12.29%	18.89%
REPEAT SAME COURSE	0.41%	0.17%	0.38%	0.84%	0.44%	0.79%	0.16%	0.20%	0.16%	0.73%	0.00%	0.64%
TRANSFERRED OTHER COURSE	0.03%	0.00%	0.02%	0.33%	0.44%	0.34%	0.00%	0.00%	0.00%	0.49%	0.85%	0.53%
NOT RETAINED	0.38%	0.50%	0.40%	0.45%	0.22%	0.42%	0.31%	0.82%	0.39%	0.43%	1.69%	0.59%
4	23.94%	17.36%	23.01%	21.06%	21.15%	21.07%	23.85%	18.20%	22.94%	18.81%	9.75%	17.67%
COURSE COMPLETED	23.61%	17.36%	22.72%	12.71%	4.85%	11.77%	16.78%	0.61%	14.19%	18.50%	9.75%	17.40%
COURSE COMPLETED - EXIT	0.00%	0.00%	0.00%	2.71%	11.01%	3.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
PROGRESSED SAME COURSE	0.00%	0.00%	0.00%	5.04%	4.63%	4.99%	6.99%	17.38%	8.65%	0.00%	0.00%	0.00%
REPEAT SAME COURSE	0.25%	0.00%	0.21%	0.33%	0.00%	0.29%	0.08%	0.20%	0.10%	0.12%	0.00%	0.11%
TRANSFERRED OTHER COURSE	0.00%	0.00%	0.00%	0.03%	0.00%	0.03%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
NOT RETAINED	0.08%	0.00%	0.07%	0.24%	0.66%	0.29%	0.00%	0.00%	0.00%	0.18%	0.00%	0.16%
5	0.00%	0.00%	0.00%	5.88%	1.54%	5.36%	3.12%	16.36%	5.24%	0.00%	0.00%	0.00%

COURSE COMPLETED	0.00%	0.00%	0.00%	5.88%	1.54%	5.36%	3.12%	16.16%	5.21%	0.00%	0.00%	0.00%
NOT RETAINED	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.20%	0.03%	0.00%	0.00%	0.00%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Source: Provided by AR on 26 February 2024

Mature	559	11		40	3	613	547	14		40	4	605	546	3	2	26	3	58	54			57	4	61	505	7		39	3	554	481	2		39	3	525	
Widening Participation Access Routes Total	2,133	37		179	7	2,356	2,207	44	1	206	6	2,464	2,324	22	19	79	15	2,459	2,476	2	2	169	8	2,678	2,384	41	2	190	15	2,632	2,374	25	4	207	10	2,620	
Other Alternative Access Routes																																					
Northern Ireland Feasibility Study	77					77	96	2		5		103	100					101	105					109	90			5		95	83				5		88
Trinity Admissions Feasibility Study	83	5		1		89	80	1		2		83	76			1	2		79	77			1		78	72	2	1	1		76	74	1		2		77
Other Alternative Access Routes Total	160	5		1		166	176	3		7		186	176			2	2		180	182			5		187	162	2	1	6		171	157	1		7		165
Standard Entry	9,007	94	3	266	30	9,400	9,140	95		317	18	9,570	9,272	53	61	128	69	9,583	9,632	51	9	303	14	10,009	9,699	127	10	357	49	10,242	10,135	98	8	437	27	10,705	
Undergraduates - by Access Routes Total	11,300	136	3	446	37	11,922	11,523	142	1	530	24	12,220	11,772	75	82	209	84	12,222	12,290	74	11	477	22	12,874	12,245	170	13	553	64	13,045	12,666	124	2	651	37	13,490	
Grand Total	11,354	142	3	447	38	11,984	11,585	143	1	531	24	12,284	11,830	78	82	209	84	12,283	12,349	77	11	477	64	12,975	12,325	179	35	553	73	13,165	12,749	124	2	653	65	13,603	

Source: provided by AR on 26 February 2024

Appendix VIII

Table 10: Examination Infringement and Plagiarism

2022-2023	REPORTED INCIDENTS	PANELS HELD	INVESTIGATIONS CONDUCTED	SANCTIONS IMPOSED
Examination Infringement	125	121	121	125
Plagiarism	0	0	0	0
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
TOTAL	125	121	121	125
2021-2022	REPORTED INCIDENTS	PANELS HELD	INVESTIGATIONS CONDUCTED	SANCTIONS IMPOSED
Examination Infringement	40	21	21	40
Plagiarism	81	106	106	81
Contract Cheating	1	1	1	1
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
TOTAL	122	128	128	122
2020-2021	REPORTED INCIDENTS	PANELS HELD	INVESTIGATIONS CONDUCTED	SANCTIONS IMPOSED
Examination Infringement	13*	11	11	11
Plagiarism	136	137	136	135
Contract Cheating	0	0	0	0
Infringements of Work-Based Placement	0	0	0	0
Research Misconduct	0	0	0	0
TOTAL	136	148	147	146
<p>Examination Infringement: Possession of book(s), notes, or electronic storage and retrieval devices; possession of writing on his/her person upon entering the examination hall; use or attempted use of books, memorandum, notes or paper; aiding or attempting to aid another candidate; obtaining or attempting to obtain aid from another candidate; communication, or attempted communication, in any way, with another candidate; removal of answer books from the examination hall whether used or unused (1).</p>				
<p>Plagiarism: the practice of taking another person's work or ideas and passing them off as one's own (2)... the inclusion of another person's writings or ideas in any formally presented work (including essays, theses, projects, laboratory reports, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement, either wholly or in part, of the original author or source of the material through appropriate citation. Plagiarism occurs where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the author's (3).</p>				
<p>Contract Cheating: Usage of an essay mill; submission of an assessment that is not the original work of the student; when a person uses a third-party service(s) to help them produce academic work where such input is not permitted and whether or not payment or favour is involved (4)</p>				
<p>Infringements on Work Based Placement:</p>				
<p>Research Misconduct: Unacceptable or improper behaviour in any part of research. (4)</p>				

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

Source: provided by the Office of the Junior Dean on 14 March 2024