Dublin City University

2014 Progress Report

22nd June, 2015

Overview of DCU 2015 Compact Performance

Regional Clusters	Participation, Equal Access, Life Long Learning	Excellent Teaching, learning and quality of student experience	High Quality, internationally competitive research and innovation	Engagement with Enterprise, the community and embedded knowledge exchange	Enhanced Internationalisation	Institutional Consolidation
Shared Academic Planning Process	Commitment to Access	APR and PPR roll-out	Matrix structure development	Innovation campus development	Non-EU student growth	DCU Incorporation Programme
Regional approach to ATP	Age Friendly Initiatives	Academic staff professional development	Research active, research quality metrics	Aggregate measure for KT activity	International strategic partnership growth	DCU-DkIT Graduate School
		Development of ePortfolios	Structured doctoral education	Community Knowledge Exchange projects	Outward study abroad development	
		21st Century Digital Campus			International students taking DCU Connected programmes	

1. Regional Clusters

MEND Cluster

There has been considerable progress made in implementing the objectives agreed by the Cluster HEIs with the HEA. The Cluster represents one-sixth of total enrolments in the entire HEA funded higher education system. The constituent institutions cater for distinctive geographical hinterlands by providing an extensive range of programmes across NFQ levels 6 to 10. There are strong commonalities and complementarities in provision of programmes between each of the universities and each of the Institutes, and particularly strong complementarities between the universities and the institutes. The Cluster activities are led by the Registrars, with oversight provided by the Cluster Board which includes the senior academic representatives from each of the Cluster partners.

An important factor in the success of the cluster has been its capacity to harness expertise across the four institutions to make successful bids for funding targeted towards collaborative projects. This regional cluster was the only collaboration awarded funding under the SIDF programme. More recently, three of the ten projects funded by the National Forum for the Enhancement of Teaching and Learning involved the cluster members. Two of the projects explore the potential of digital technologies to support flexible learners and provision of feedback in first year. The third examines examples of resources and types of formative assessments to support first year UG mathematics education.

Regional Cluster Plan for Provision of Higher Education

A high level Working Group from the four HEIs reviewed enrolment patterns, the range of programmes provided and levels of demand, and also progress towards the 2016/17 Compact targets, and longer term demand projections. The review highlighted some shifts in demand between full-time and part-time students, more emphasis on level 8 degree programmes, and shifts in demand across the major ISCED categories, with different responses from the Universities and Institutes in relation to each of these shifts in demand patterns. There is very little evidence of programmes for which there is insufficient demand, but the projections for the next 15 years indicate that a significant expansion in demand is likely to occur. The DES 2014 full-time UG demand projections imply that the numbers of full-time UG new entrants to the four HEIs could increase by between 2,570 (assuming no increase in current share of all new entrants) and 3,580 sustained modest rate of increase (in line with recent years) over the period to 2028. The comparable figures for increases in total enrolments are 7,720 and 8,100. Increases of this scale will require a coherent and rational approach at national and cluster-levels approach to planning for increased provision of higher education. Work on reducing the number of designated entry routes is progressing at a national level with leadership provided by leaders of the cluster HEIs.

Protocols and Procedures for Joint Academic Programmes, and ATP Mechanisms

A Working Group that included the Registrars and others has prepared a Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster. This provides a framework for resolving a wide range of issues that are likely to arise in the context of joint programme provision. This WG also examined the requirements for effective, reliable and efficient systems for Student Data Exchange for Joint Academic Programmes.

A further project has reviewed the procedures for access, transfer and progression between the HEIs and also between the FE and HE institutions in the regional cluster. A Higher Education and Further Education Network has been established which is supported by an MOU signed the Presidents, and CEOs of

the relevant ETBs. The development of the pilot of a regionally focused online mapping interface to improve access and progression from FE to HE is to be welcomed as a user-friendly and nationally scalable tool for support students seeking to transfer from FE to HE programmes.

The success of the Cluster can be attributed to the leadership and commitment provided by the four leadership teams; the sustained efforts to build trust and relationships at different levels between the institutions; and the availability of funding via the SIDF that provided resources to progress projects that are closely aligned to the institutional strategies. The main challenges for the future are (a) the need to clarify the overall objectives for regional clusters as a component of the higher education landscape and (b) the absolute necessity to provide an additional funding line to sustain worthwhile projects and to support the governance, management and further development of the Cluster.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, co-ordinated and rational higher educational provision across the region. The shared academic planning process will involve a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster	Implementation of an agreed Regional Cluster Plan for higher education provision. More specifically, we will monitor (a) the number of CAO entry routes by institution and (b) the number of, and enrolment on, joint academic programmes.	There is a complete absence of systematically compiled data and information at the regional cluster level.	Agree methodology for projections of regional demand Complete scoping study data collation and analysis Complete draft report on review of systems, protocols and procedures for joint academic programmes.	Methodology for projections of regional demand completed as part of the work of Enrolment Planning in MEND Cluster Working Group Scoping studies completed by Enrolment Planning in MEND Cluster Working Development of a comprehensive protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands	Outputs from scoping study and high level demand projections reviewed by Regional Cluster Board, and management and governance structures in each institution. A draft Regional Cluster Plan for regional academic programme provision will be completed and agreed among participating institutions, and discussed with the HEA. The draft plan will include high level	Commence implementation of the Regional Cluster Plan and commence implementation of rationalised entry routes Targets for the number of, and enrolment on, joint academic programmes as agreed in shared academic programme finalised in 2015 Complete	

institutions, b) preparation of a scoping study that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and potential for more coherent and rational provision, and a review of the student records and administrative systems and agreement of protocols for the development, approval, management and delivery of joint programmes, and also shared registration, alignment of marks and standards, and quality assurance procedures.				East, North Dublin (MEND) cluster Completion of a report, *Student Data Exchange for Joint Academic Programmes*, providing mapping of necessary fields in institutional student record systems to facilitate academic collaboration, and a road-map for further work to allow complete interoperability	targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry routes in line with the national process Develop and collectively approve proposals in relation to systems, protocols and procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.	review of pilot phase of delivery of shared and joint programmes at undergraduate and postgraduate levels.

Develop a regional approach to access, transfer and progression across the region.	Develop a regional approach to access, transfer and progression across the region.	There is a complete absence of systematically compiled data and information at the regional cluster level.	Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.	A prototype portal has been developed to assist students navigate through the extensive range of FE and HE programmes that are available, identify the locations at which courses / programmes are provided, and provide information on pathways between FE and HE provision. The prototype is a model that could be rolled out across the entire HE and FE sectors. The prototype portal can be accessed at http://pathways. maynoothuniversity.ie/	Identification of new progression routes and agreement on pathways to be enabled in 2016; performance indicators agreed for transfer and progression	Full implementation of new transfer and progression pathways under way.	

2. Participation, equal access and lifelong Learning

Widening Participation at DCU

Since 1990, DCU has delivered a nationally leading Access programme for students from socio-economically disadvantaged backgrounds. In November 2014, 267 first year undergraduates from 29 different countries entered DCU as Access Students, our largest intake of students into the DCU Access Programme ever, representing 10.1% of DCU's overall undergraduate intake. DCU has planned that our continued commitment to our Access programme will mean that the absolute number of students entering DCU through HEAR and the DCU Access Scheme will continue to grow during the lifetime of the current Compact. However, we expect that as a result of the DCU Incorporation Programme, the proportion of our undergraduate entrants from these groups to marginally reduce during the early year of a post-Incorporation DCU.

	DCU	TCD	UCD	UCC	NUIG	MU	UL	University Sector
EAS- Socio-Economic Disadvantage	21%	14%	17%	18%	19%	22%	19%	18%
Mature Entrants	9%	9%	8%	8%	8%	16%	9%	9%
EAS- Entrants with Disability	5%	10%	8%	8%	7%	8%	4%	7%
Cumulative	35%	33%	33%	34%	34%	46%	32%	34%

Figure 2.1: Proportion of UG entrants within traditionally under-represented groups in Higher Education; Source: HEA Institutional Profiles, 2012-13

DCU Age-Friendly Initiatives

In 2012, DCU became the first third-level institution globally to adopt the concept and principles of an Age-Friendly University and has committed to lead and highlight the role that universities can play in responding to challenges and opportunities associated with the ageing demographic of the 21st century.

Since then, DCU has developed its Age Friendly Strategy, embracing six strategic pillars, reflecting the breadth of existing work relevant to the ageing sector underway at DCU.

DCU has also conducted a comprehensive mapping of our teaching and research portfolio related to ageing. Annually, over 200 students take credit-accruing modules dealing with healthy ageing, or age-related health issues, delivered primarily through the DCU School of Nursing. The following table also summarises some examples of the key ageing related research projects currently being undertaken at DCU.
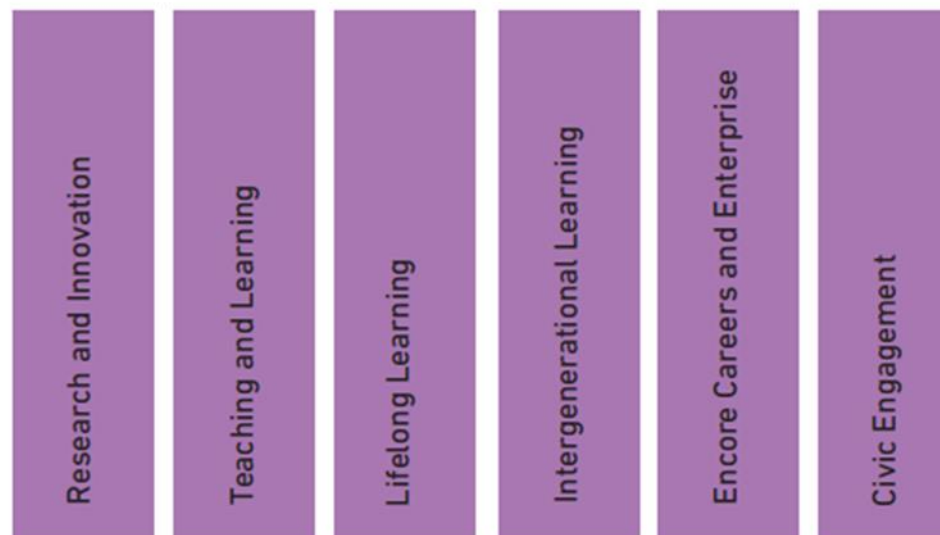

Research and Innovation · Teaching and Learning · Lifelong Learning · Intergenerational Learning · Encore Careers and Enterprise · Civic Engagement

Figure 2.2: DCU Age Friendly Strategic Framework.

Research Project	Research Focus	Research Partners
KIDUKU	Exploring ways to assist independent living in an ageing society through ICT. The project aims to develop a system that supports independent living through health management and ICT, as well as solutions for seniors and patients that participate in this system.	Fujitsu, DCU CLARITY, TRIL, CASALA research group DkIT
Elevator Project	The aim of the project is to examine current deficiencies in the care of people with dementia within the community, and to identify eight specific areas where education and training can improve the lives of people with dementia and their carers	HSE, Alzheimer Society of Ireland, Atlantic Philanthropies
CHAnge Project	Application of cutting edge sensor and ICT technology to create programmes where we can collect and analyse health data from our community (old and young) and which acts as a living lab for researchers. It includes significant community engagement through a campus-based community café, which will serve as a primary data collection point and community clinical assessment facility for early detection of diseases such as dementia	Arizona State University (ASU)
ESRALE (European Study and Research in Adult Learning and Education)	This project aims to coordinate and develop European research in adult education in a systematic way and will also impact on formal qualifications, including the development of a PhD-programme.	Partners in 8 other EU countries: Czech Republic, Germany, Hungary, Italy, Lithuania, Netherlands, Romania, Serbia and Spain

Figure 2.3: Examples of some of the Ageing-relating research projects currently active at DCU.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Maintain our commitment to widening access to education through Ireland's most comprehensive Student Access Programme	% first year undergraduate entrants entering degree programmes through HEAR and DCU Access routes	6.8% in 2010/11	8% of DCU entering first year students	10.1% of DCU entering first year students entered degree programmes through HEAR and DCU Access routes (See Note 1, in Appendices for Method of Calculation)	9% of DCU entering first year students	9% of all entering first year students, including newly incorporated institutions	
Deepen our engagement with students of all ages … through … initiatives such as the Age-Friendly University	Development of a range of educational initiatives, both online and face-to-face, for older adults	No current systematic mapping has taken place	Completion of an Age-Friendly Strategy for DCU Carry out baseline mapping of ageing research and associated taught modules across DCU and partner institutions	Age-Friendly Strategic Framework completed. Creation of Health Technology and the health and ageing society Research and Enterprise Hub and associated mapping complete. (More information on DCU Research and Enterprise Hubs in figure 4.1)	Identify and engage partner universities (national and international) seeking to adopt the ten principles of an Age-Friendly University Development and launch of modules targeting older adults using appropriate pedagogies including flexible delivery and online provision	200 older adults registered for on-line or face-to-face DCU programmes	

3. Excellent teaching and learning and quality of the student experience[1]

Embracing Quality in Education through Annual and Periodic Programme Review

The Annual Programme Review (APR) process for all taught programmes in now fully embedded within DCU. In addition, Periodic Programme Review (PPR) is conducted on a 5-year rolling schedule, allowing DCU to meet both internal and external quality assurance requirements in an embedded procedure which is sufficiently robust to withstand external review. Compliance with, and progress on the completion of Periodic Programme reviews are reported by Associate Deans for Teaching and Learning at DCU's Education Committee Reports on progress are noted in the Education Committee minutes of the October 2014 and May 2015. In December 2014, 31 of DCU's 154 taught programme streams have completed the PPR process.

Supporting Academic Professional Development

A range of accredited and unaccredited staff development opportunities are offered by a number of DCU units, in addition to externally delivered programmes. In the current iteration of these performance indicators, we have focused on development opportunities delivered by internally DCU.

DCU engages in a cross-institutional approach to delivering an enhanced range of academic staff development opportunities- working closely with DCAD (an initiative of the DRHEA) and the IUA initiatives. Under a HEA Strategic Innovation Call, DCU is participating in the design of a project whose focus includes the development of academic leadership competencies integrated with professional development initiatives. This initiative will support DCU's existing academic leadership programmes. The National Institute of Digital Learning (NIDL) at DCU has developed a number of accredited modules in online pedagogies. To date, over 200 academic staff members at DCU have completed this training.

Embedding Graduate Attributes through ePortfolios

The development of a user-friendly online ePortfolio is a central component of our mainstreaming and embedding of the DCU Graduate Attributes. In developing the ePortfolio tool, DCU conducted a broad scoping exercise on both the conceptual development and the necessary technical specifications required. As a result of extensive internal consultation with a high level of feedback across all academic disciplines, the user-requirements for the ePortfolio were revised to include a range of additional technical specifications. As a result the identification of an appropriate vendor and the subsequent technical development of the ePortfolio was not complete until November 2014. The ePortfolios were subsequently made available to DCU students in December 2014, however as a result of being launched mid-academic year, the use of the ePortfolios remains relatively low. This is expected to change significantly in 2015/16.

DCU has in place a range of initiatives to increase active student use of ePortfolios in the 2014/15 academic year. These include,
- Workshops delivered by DCU Careers Service to provide training to students who wish to use the ePortfolios
- Embedding the ePortfolio as a key tool for students completing the Uaneen module at DCU

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[1] As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

- The integration of ePortfolios within the academic curriculum; e.g. in 2014/15 elements of the BSc in Business (International) programme were redesigned to encourage ongoing use of ePortfolios.
- Exploration of the potential adaptation of the ePortfolios tool facilitate use by postgraduate research students

DCU is keen to reflect on the current, and potentially other appropriate metrics that enable the enhanced measurement of attainment of graduate attributes.

Development of a 21st Century Digital Campus

DCU is Ireland's leading provider of remote learning programmes. In 2012/13, 8% of registered DCU students studied remotely; DCU remote learners represent over half of all university sector students who choose to study remotely.

In August 2014, DCU launched DCU Connected, a new, overarching brand to encompass a growing suite of online degree programmes for both undergraduate and postgraduate students, as well as flexible short course options. In 2015 DCU launched a new programme, an MA in Irish Studies, a programme facilitated as a result of an enhanced capacity within Humanities and Arts as a result of Incorporation.

The professional development of staff in developing approaches to technology-enhanced learning has been a key priority in providing a foundation for the development of an increased number of *blended* programmes at DCU. To date, 200 DCU staff have received accredited training in modules specifically designed to address digital learning pedagogies.

	Remote Learners- Total	Total Student Population	% Remote
DCU	924	11,667	7.9%
TCD	1	15,859	0.0%
UCD	0	23,931	0.0%
UCC	146	18,666	0.8%
NUIG	8	15,935	0.1%
MU	22	9,528	0.2%
UL	688	12,454	5.5%
Total	1,789	108,040	1.7%

Figure 3.1: DCU Age Friendly Strategic Framework.

Figure 3.2: New brand for eLearning education at DCU, DCU Connected

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Embrace policies that support Quality Improvement and Quality Promotion in all our operations. (**OE8**) particularly in relation to its impact on the enhancement the quality of the curriculum through the Annual Programme Review (APR) and Periodic Programme Review (PPR) processes	Reports of APR and PPR processes	All programmes undertaking APR; 8% of programmes have completed PPR	All programmes undertaking APR; 20% of programmes will have completed PPR	Interim target complete. All taught programmes at DCU currently undergoing annual programme review By December 2014, 31 of DCU's 154 programme streams (20%) had conducted periodic programme review (PPR). Programmes reviewed listed in Note 2 in appendices	All programmes undertaking APR; 50% of programmes will have completed PPR	All programmes undertaking APR; 80% of programmes will have completed PPR	

Support our academic faculty in their professional development, including both teaching and research, through the provision of on-going support for learning innovation and the development of teaching skills as well as providing a broad range of research support services	Proportion of staff undertaking academic professional development (measured by accredited programmes and training through on-going workshops and clinics)	Baseline to be established in terms of (a) proportion of academic staff who have undertaken accredited programmes in pedagogy and (b) number of training days per staff member per year	20% over baseline	(a) 24% annual increase in the number of academic staff who have completed credit accruing programmes in pedagogy in the last 4 years. (b) 27% annual increase in the number of DCU "training days" specifically targeting professional development for academic staff (See Note 4, in Appendices for Method of Calculation)	40% over baseline	60% over baseline
Support the learning and personal development of our students by mainstreaming and further developing our Graduate Attributes initiative (Generation 21) and introducing personal archives (e-Portfolios) for every student to record and reflect on the aptitudes developed by them	Student engagement with developing graduate attributes facilitated through e-portfolios among 1st year undergraduate students	No systematic use of e-portfolios in 2012/13	25% of first year entrants using e-portfolios	DCU ePortfolios developed provided to all DCU students in December 2014. Implementation of plan to embed ePortfolios in DCU curricula and professional development initiatives	50% of first year entrants using e-portfolios	75% of first year entrants using e-portfolios

Develop a '21st Century Digital Campus' which, coupled with the outputs of our Institute for Digital Learning, will support pioneering, technology-enhanced learning and revolutionise the learning experience both for Campus-based Education and Distance Education	Strategic Milestone delivered,% staff development in digital learning pedagogy, % of programmes with an online or blended element	~100 staff have completed development programme in digital learning pedagogy 8% of programmes with an online or blended element	Complete rebranding of Oscail (National Distance Education platform located at DCU) as eDCU, and Digital Learning Institute fully operational ~150 academic staff completed training in digital learning pedagogy	Rebranding of Oscail complete. *DCU Connected* launched in August 2014 200 academic staff have completed digital learning pedagogy in one or both of two modules- Online Learning or Assessment & Feedback in Online Environment (See note 4 in Appendices for source data and method of calculation)	40% of DCU programmes are blended	60% of DCU programmes are blended	

4. High quality, internationally competitive research and innovation

Development of the DCU Research and Enterprise Hubs and Platforms

DCU's Research and Innovation strategy outlines a 5 year plan to provide the foundation for DCU to achieve its overall vision as a research-intensive university of enterprise with a focus on translating knowledge into benefits. To deliver on these goals, four Research and Enterprise Hubs were envisaged, with the aim of building critical mass in priority areas and to seek new complementarities and synergies between researchers in DCU. In addition three cross-cutting platforms were also creating to provide additional expertise and support.

The aim of the matrix structure is to support existing and develop future areas of research excellence of national and international significance, and to further develop DCU's reputation with enterprise as the collaborator of choice to establish meaningful and prosperous research partnerships. In December 2014, the Research and Enterprise Hub and Platform structure at DCU was fully operational. Early indications indicate that the new structure is having a positive impact. An initial focus was on providing enhanced support for bids for European funding in the first calls under Horizon 2020. DCU was very successful, winning over €8.7 million in funding for 17 projects, and having the second highest success rate in Ireland. The Hub teams have also been bringing more academics from all four faculties into larger collaborative projects. Two examples are the 'smart stadium' project with Intel and Arizona State University and the health innovation and e-health initiative.

Figure 4.1: Research Enterprise Hubs and Cross-Cutting Platform Matrix

Delivering on Ambitious Research Goals.

DCU has set itself ambitious targets which reflect our vision as a research intensive university. DCU has developed a definition of research-active staff, and is also targeting a measure of output quality that takes into account academic discipline. Strong progress has been made to date in relation to both metrics. We will continue to source metrics on research publication quality and output from analytics software linked to the Scopus database, which is currently the publications database from which research indicators for both the QS and Times Higher international ranking are drawn. We regularly benchmark our performance against the top 'non-medical' universities in the UK. For example, in the last five years, the number of publications from DCU in the top quartile of outlets has risen by 21%, while the average of the comparator UK universities has increased by 16%. The following table summarises DCU's research performance compared to seven of the UK's top 'non-medical' universities from since 2009.
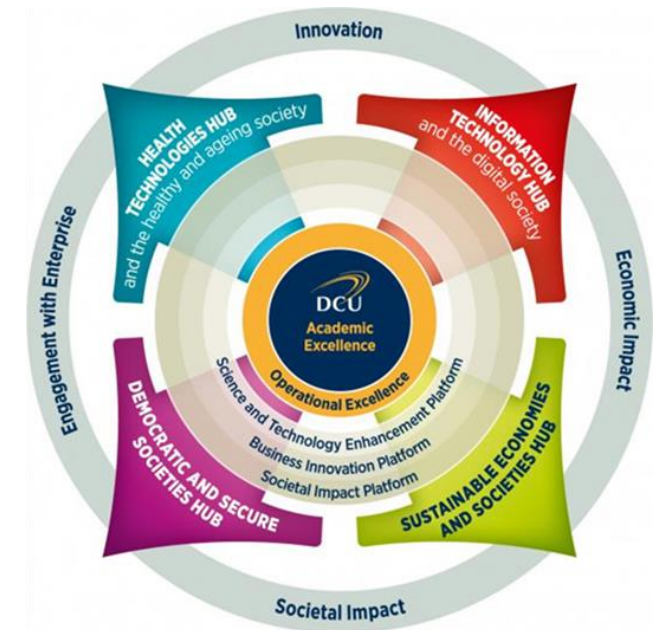
Institution	2009	2010	2011	2012	2013	2014
Dublin City University	*37.4*	*37.8*	*40.1*	*41.7*	*43.0*	*45.4*
University of Bath	52.9	52.7	56.3	56.5	57.2	59.0
Brunel University	36.9	37.7	41.7	42.6	43.9	46.4
Lancaster University	50.7	51.0	56.1	56.9	58.8	61.8
Loughborough University	35.5	36.4	39.5	40.6	41.2	43.0
Reading University	54.6	53.9	57.9	59.0	59.6	61.1
Strathclyde University	43.4	43.9	47.3	48.1	48.3	50.4
University of Ulster	40.6	39.6	42.5	42.1	42.3	44.2

Figure 4.2: DCU Top- Quartile publications benchmarked alongside the UK's Top Non-Medical Universities, 2009-2014

DCU notes that the metric relating to top-quartile publications has been recently adjusted by the Scimago institutional rankings database. As a result of a change of methodology, the historic data on top quartile publications has been re-scaled by Scimago. This has an impact on the 2012 baseline initially outlined by DCU in the original HEA Compact document. As a result, DCU proposes retaining its targets in relation anticipated improvement, but reflecting the adjustment in the 2012 baseline. More information on this proposal is contained within the performance table.

Enriching and Embedding new approaches to Postgraduate Research Education
DCU has made significant progress in developing a suite of initiatives to enhance postgraduate research student education. In addition to supporting best-practice in the development of new structured pathways within disciplines, developing a suite of cross-cutting graduate modules and launching ENRICH (a framework focused on developing a researcher skillset for enterprise and entrepreneurship), DCU has placed a significant focus on growing student engagement in such programmes.

DCU is pleased with progress made to date on our objectives of embedding a new approach to early stage research education, but we believe that our ongoing performance may be more accurately reflected in metrics which focus on ongoing breadth and depth of engagement with taught elements of doctoral education among the current student body, rather than graduate achievement. These are more sensitive metrics to change than capturing the proportion of doctoral graduates who have completed 30 or more ECTS as part of their doctoral programme. We would therefore welcome an opportunity to discuss a future change in approach in measuring our ongoing success in this area.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Align our research agenda priorities with societal and technological challenges, as articulated in National Research Priorities, Horizon 2020 and UN Millennium Development Goals.	Funding applications submitted via the four Research and Enterprise Hubs (aligned with Research Priorities)	Zero in 2013	Matrix structure with Hubs and Platforms fully operational	DCU Research and Enterprise hubs fully operational at end December 2014.	At least one major (>€1m) research application from each of the four Hubs	At least three major (>€1m) research applications from each of the four Hubs	GREEN
Deliver on ambitious goals for all academic units in order to reinforce our reputation as a research-intensive university.	% of research-active staff (with research outputs of international quality and supervising research students); % of research outputs in top quartile of outlets for the discipline	50% of staff research-active 45% of outputs in top quartile in 2012 (*proposed realigned baseline of 41%)	55% of staff research-active 50% of outputs in top quartile* (*proposed realigned target of 45%)	62% research-active 45.4% research outputs in top quartile outlets (See notes 5 and 6 in appendices for basis of calculation)	60% of staff research-active 55% of outputs in top quartile* (*proposed realigned target of 50%)	65% of staff research-active 60% of outputs in top quartile* (*proposed realigned target of 55%)	GREEN under proposed revised targets
Enrich the educational offerings for our postgraduate research students by expanding the provision of Structured PhD… programmes	% of PhD students undertaking taught modules during their PhD programme	Baseline will based on % of 2013 graduates who have completed modules as part of their PhD programme	Baseline + 5% increase	25% annual increase in the number of PhD graduates who have completed at least 30 taught credits as part of their PhD programme. (See note 7 in appendices for basis of calculation)	Baseline + 10% increase	Baseline + 20% increase	GREEN

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

DCU Innovation Campus

Since opening in 2013, the DCU Innovation campus has attracted 20 companies, employing 210 within its first two calendar years of operation. The campus has major tenants aligned with three of the four themes of the DCU Research and Enterprise Hubs three aspects of societies and economies: Siemens for information technology, Veolia for green-tech/ sustainable economies and societies and Fujitsu for health technologies. Orbiting these multinationals are local start-ups, SMEs and university spin-outs, working on a range of different product types such as LED technology for streetlights and gas-sensing systems for landfill sites. A rich mix of innovation and collaboration among campus tenants, coupled with rich opportunities for research collaborator with DCU has seen the Innovation far outstrip its original targets for growth.

Engaging with a wide range of enterprises keen to locate at the DCU Innovation Campus has required considerable investment by the university in capital investment to refurbish and make the office space fit for commercial tenancy. Continued capital investment will be required within the next 12 months to bring an additional 35,000 sq. ft. to leasable standards.

DCU as Ireland's leading Innovative University

DCU has a strong national and international reputation for knowledge transfer, and engagement industry, as summarised in Figure 5.1. Through Invent, DCU's Innovation and Enterprise Centre, DCU has developed strong competencies and innovative approaches in identifying and protecting intellectual property created at DCU or in partnership with client companies.

	DCU	TCD	UCD	UCC	NUIG	MU	UL
Licences, options and assignments	**25**	26	24	21	15	6	9
Spin-outs	**3**	5	3	2	2	2	2
Patents Granted	**12**	6	6	9	3	1	7

Source: Knowledge Transfer Ireland, Annual Knowledge Transfer Survey, 2014

Figure 5.1: DCU knowledge transfer activities among Irish universities, 2014

On an international basis, DCU's technology-transfer impact can be measured against the latest u-Multirank profiles. In this, of comparable 'young' universities established after 1945, DCU is ranked,
- Inside the Top 50 globally for Patents Award- both in absolute terms, and when normalised for size
- Inside the Top 30 for spin-offs, and Top 30 for publications cited in patents.

Significant progress has been made in relation to the identification and development of an aggregate performance measure for knowledge transfer activities. In designing and developing the aggregate model, DCU focused on developing a metric that,

- Captures a broad range of knowledge-transfer outputs by a university
- Provides an opportunity to weight individual factors within the model based on their relative importance to the DCU strategic plan and national knowledge transfer priorities
- Where possible, uses data that is publicly available and comparable, to facilitate benchmarking or the measure, or elements of it.

Information on the components of the aggregate measure is included in Note 8 of the appendices of this document. Each component is weighted based on its strategic importance as an output and necessary resource investment to delivery. A 2012 baseline has been established, and DCU intends to measure progress in activity relative to this baseline. DCU will continue to monitor and test the robustness of this metric, and may seek to adjust the methodology in response to initiatives and strategic developments by the Irish Research Council, Science Foundation Ireland, Enterprise Ireland and Industry.

Community Knowledge Exchange at DCU

DCU has made good progress in relation to this objective, with 6 projects either active or completed at the end of December 2014. Interest and engagement from community partners has been very positive in seeking to engage with DCU staff and students on specific projects. At the end of December 2014, two Schools, rather than an anticipated four Schools have engaged with community partners on active projects. In 2015, we expect that our engagement with CKE activities will continue to grow. This will be driven primarily by the Director of the Societal Impact Platform at DCU's, whose remit includes developing and supporting CKE opportunities between community-based organisations and DCU.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Develop our new Innovation Campus which will drive a step change in innovation, knowledge exchange, engagement with enterprise, and regional economic impact.	Number of companies located on the Innovation Campus; number of employees on the Innovation Campus	One company in 2013; 50 staff	4 companies; 75 staff	20 Companies; 210 employees	8 companies; 150 staff	10 companies; 200 staff	
Secure our position as Ireland's leading innovative university by doubling our knowledge transfer activities with enterprise and wider society via contract research, collaborative research, consultancy, and licensing activities.	Aggregate measure of knowledge transfer activities	Leading Irish university for executed licences for last 4 years	Establish robust aggregate measure for knowledge transfer activities; Roll-out of enterprise consultancy scheme	Composite metric of Innovation Output developed. (See note 8 in appendices for basis of calculation) Enterprise Consultancy Scheme Delivered	50% increase from 2012 baseline[2] (using aggregate measure)	75% increase from 2012[3] baseline (using aggregate measure)	
Develop DCU Community Knowledge Exchange to be the leading Irish example of direct link between HEI research and community-based, active engagement	Number of community-based research projects; social valuation metrics of public value	2 community-based research projects completed since launch December 2012; 2 DCU Schools participating, two community partners	4 projects completed; ~ 4 DCU Schools participating, 4 community partners	6 research projects; 2 Schools participating; 6 community partners (See note 9 for participating DCU Schools and Community Partners)	7 projects completed; ~7 DCU Schools participating, 7 community partners	12 projects completed; ~12 DCU Schools or research centres participating, including Innovation Campus; 12 community partners	

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[2] Aggregate measure to be used if new metric is sufficiently robust to support application
[3] Aggregate measure to be used if new metric is sufficiently robust to support application

6. Enhanced internationalisation

Increasing numbers of Non-EU domiciled Students

DCU's strategic plan, Transforming Lives and Societies, outlined ambitious plans for DCU to double the number of non-EU students at DCU. Since this time, the university has developed a number of initiatives to explore and develop both traditional and more innovative ways to increase international student numbers at DCU. In line with our Compact target, in November 2014, there were over 600 students of Non-EU domicile at DCU. In keeping with best international practice these comprise Non-EU students completing their DCU programmes on campus, through blended / e-learning modes of study, and in our inaugural transnational education (TNE) initiative where currently over 200 students at PNU, study on programmes designed, delivered and accredited by DCU.

	DCU	TCD	UCD	UCC	NUIG	MU	UL	Univeristy Sector
International Students (full time)	797	2,189	1,807	1,653	2,234	406	635	9,721
- of which, EU	369	1,072	398	200	699	79	140	2,957
- of which, Non-EU Domicile	428	1,117	1,409	1,453	1,535	327	495	6,764
% Internatinal from Non EU Domicile	54%	51%	78%	88%	69%	81%	78%	22%

Source: HEA Institutional Profiles, 2012/13

Figure 6.1 International Student Profile- EU and Non-EU domiciled in Irish Universities, 2012/13

DCU International Strategic Partnerships

In September 2013, Dublin City University and Arizona State University signed a Transatlantic Higher Education Partnership. This multi-faceted partnership includes joint programme development, collaboration on the Age Friendly University Initiative, and the development of over 10 separate research collaborations in ageing, education, conflict resolution, nanomaterials and health. DCU is currently in the early stages of developing similar extended partnerships of similar significance in the Middle East, Latin America and Asia in a process that will see us selecting up to four strategic partners in our priority global regions.

Global Mobility- Encouraging Outbound Student Exchange

In meeting the targets of this objective, DCU has developed a number of initiatives and programme options to provide both additional opportunities for international study abroad experiences for our students, and where appropriate, formal recognition to those students who avail of a significant study abroad experience at part of their programme. Some of the initiatives currently in place in 2014/15:

- Formal recognition in transcripts for students opting study abroad as part of their programmes in Humanities and Social Sciences, where year-long study abroad opportunities are available. Students who successfully complete an outward study abroad experience are permitted graduate with an alternative award title, appended with (International)
- The development of a new programme in our suite of BSc Global Business programmes, Global Business Canada, which offers students a dual award, participating in two year's study at DCU, and two years at Brock University, Ontario, Canada.

On 1st November 2014, 847 students at DCU were registered on programmes that contain a study abroad experience as part of the programme, and 226 DCU took part in in an outward study abroad experience during the academic year.

International Students engaging with DCU as distance-learners.
The rebranding and renewed approach to marketing e-learning and blended programmes through DCU Connected has provided new opportunities for DCU to further develop its global reach and the possibility of reinstating previously successful programmes with an online element e.g. EE program with Wuhan University in China. In addition to programmes offered through our traditional e-learning and distance learning platforms, in 2012/13 and in 2014/15 DCU has partnered with Global e-Schools Initiative (GeSCI) to deliver an e-learning Postgraduate Diploma in Leadership Development and IT Knowledge Society, designed to enable present and future African leaders to become change-makers in government and to participate in and influence the kind of central policy-making necessary for social and economic development.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Building on high levels of EU student enrolment, we aim to double the number of non-EU students over the next five years.	Total number of full time non EU domiciled students registered at DCU	~500 students in 2011/12	600	661 Non-EU domiciled Students registered on 1st November, 2014. (See note 10 in Appendices for source data and method of calculation)	700	800	
Establish a small, dynamic, global network of partner universities in regions prioritised in DCU's Internationalisation Strategy. This network will include partners in Europe, India, China, North America, the Middle East and Sub-Saharan Africa	Active Partnership = [MOU; ≥1 Collaborative Research Project; Mutual Access to online modules; active student & staff exchange; student online collaboration programme]	Zero active partnerships in 2012 (as defined above)	1 active partnership	DCU has established a multi-faceted Transatlantic partnership with Arizona State University	2 active partnerships	3 active partnerships	

Increase the global mobility of our student body, reflected in improved international study and work-based placement opportunities for our domestic students	Increasing the number Irish undergraduate DCU students participating in Study abroad or international work placements as part of their programme	~700 undergraduate students currently participating in international study abroad or international work placements as part of their programme	Initiate active promotion of outward study abroad opportunities.	A number of promotional and structural changes to undergraduate programmes have been initiated to increase participation in outward study abroad opportunities.	10% increase (from baseline)	15% increase (from baseline)
Establish a significant cohort of (off-campus) international students taking DCU programmes online	Number of international students taking DCU online programmes from a location outside Ireland	<50 in 2012	60 registered students	137 DCU Students of international domicile registered on DCU programmes prior to the end of 2014. (See note 11 in Appendices for source data and method of calculation)	100 registered students	200 registered students

7. Institutional consolidation

DCU-SPD-MDI-CICE Incorporation Programme

Considerable progress has been made to meet the ambitious timetable of milestones to achieve the goal of a single university entity through the DCU Incorporation Programme.

The Incorporation Programme is the largest of its kind to take place in the State and, once complete, will see the establishment of the DCU Institute of Education, the largest critical mass of education expertise in Ireland. The DCU Institute of Education Institute will provide the full continuum of teacher education from early childhood through Primary and Secondary to third and fourth Level. In addition, the Incorporation programme will also create an enhanced Faculty of Humanities and Social Sciences that will incorporate the combined strengths of the four institutions, providing new opportunities for future students.

The DCU Incorporation Programme consists of nine major projects managed by Programme workstreams with a further four cross-workstream sub projects. These were all established and had commenced work by March 2014 and, since then, considerable progress has been made towards meeting the ambitious timetable to achieve the goals of a single university entity.

Some of the key achievements delivered in 2014 include,
- The development and launch of governance and workstreams structures to implement the Incorporation Programme. By the end of 2014 there were over 200 staff members from across the four institutions actively working on the projects.
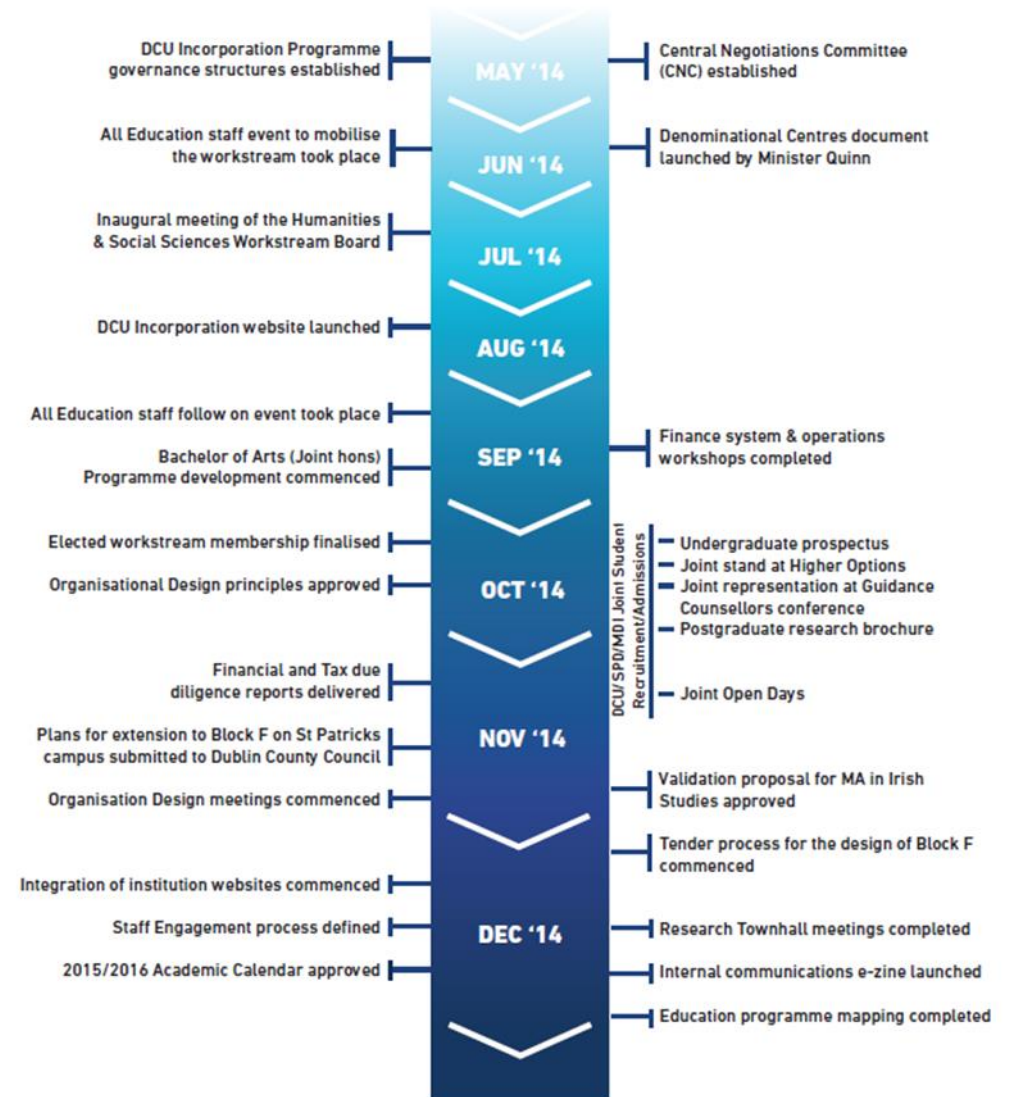- The announcement of the creation of centres for denominational education within the DCU Institute of

Figure 7.1 DCU Incorporation Programme. 2014 Key Milestones

Education, supported by the Church of Ireland and Roman Catholic Archbishops of Dublin, respectively. The launch of "*A new vision of education for all the children of Ireland*" by the former Minister for Education and Skills, Ruairi Quinn T.D.

- The allocation of project management resources to the Incorporation Programme
- The development of a new suite of Bachelor of Arts (Joint Hons) programme streams, reflecting the enhanced strength within Humanities and Social Sciences in a post-Incorporation DCU.
- The delivery of joint student marketing and recruitment activities, and a joint Undergraduate Prospectus, for undergraduate programmes for 2015/16 entry as a single institution
- The re-naming of all SPD and MDI undergraduate programmes as DCU programmes for incoming first years
- Extensive internal and external communications activities
- Development of a consolidated 2015/16 academic calendar
- CAO undergraduate entry for September 2015 (for courses provided by DCU, SPD and MDI) through DCU facilitated by joint prospectus, marketing and related careers events from Q3 2014

Considerable progress continues to be made in 2015. Key priorities for the Incorporation project to end December 2015 include:

- The preparation for the completion first major phase of the Programme with the registration as DCU students of all first year undergraduates and research postgraduates who would previously have been SPD or MDI students
- The completion of the new Post-Incorporation organisational structures, including new School structures
- The extensions of Student Support and Development, Information Systems and Support and Library services to be delivered across both campuses
- Establishment of new blended MA in Irish Studies reflecting the enhanced strength within Humanities and Social Sciences in a post-Incorporation DCU.
- Registration and orientation of all undergraduate and postgraduate new entrants from MDI and SPD into the new DCU structures in September 2015
- A single integrated timetable for SPD, MDI and DCU.
- The opening of the new library and teaching facilities on the St Patrick's Campus
- The further development of a comprehensive space and transport plan to facilitate staff and student accommodation and transiting between two campuses.

DCU-DkIT Graduate School
Considerable progress has been made to date in in the development of the strategic alliance between DCU and DkIT. In October 2014, the Minister for Education and Skills, Jan O'Sullivan TD, launched the DCU-DkIT Graduate School based on the DkIT campus, with postgraduate research awards being awards being accredited by DCU. The project emphasises high quality research student experience, and is driven by a shared approach to

supported structured doctoral education. The exploration of collaboration in opportunities for collaboration in Master Taught provision is continuing, primarily as a result of wider regional discussions on educational provision as part of the MEND structure.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
The creation of a 'new DCU', incorporating St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education into a single university entity	St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education are fully incorporated into DCU, with this 'new DCU' operating as a single university entity	2013 - St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education operating as independent, autonomous organisations.	The institutions will offer new DCU degree programmes with students registering with DCU.	Completed. New DCU programmes offered in 2014 for entry in in September 2015	Students of all institutions will register with DCU[4].	DCU operating as a single University entity incorporating St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education.	
Develop a multi-faceted Alliance with DkIT	Specific, deep collaborative initiatives developed	MOU signed; collaborations in entrepreneurship and innovation	Establish a model for a DCU-DkIT Graduate School; Identify options for joint Master's Degree Programmes	Launch of DCU-DkIT Graduate School on 3rd October, 2014 Developments in relation to future programme provision being progressed within the wider MEND Cluster initiatives on joint provision and ATP processes	Implement model for a DCU-DkIT Graduate School; Establish common student entrepreneurship platform	Offer 2 new (joint) Master's Programmes	

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[4] Target should read, "NEW students of all institutions will register with DCU"

Appendix 1: Notes on Calculations

Note	Domain	Metric	Source Data and Method of Calculation
1	Participation, equal access and lifelong Learning	% DCU UG degree entrants through HEAR or DCU Access scheme	Data Source: DCU Student Registration System, ITS Based on student registrations on 1st November, 2014, and aligned with Provisional HEA Student Return. Total Entering Access Students = 267 Total 1st year undergraduate students (excluding repeat students)= 2632 267/2632= 10.1%
2	Participation, equal access and lifelong Learning	Age Friendly Modules at DCU.	Source Data: ITS Student Registration System, Age Friendly Mapping Health Ageing/ Ageing- related modules at DCU: NS139 Growing Older NS239 Life span development psychology NS264 Adulthood & Intellectual Disability NS342 Palliative Care NS568 Person-Centred Dementia Care NSP03 Lifespan Development: Adulthood NS5052 Palliative and end-of-life care in chronic illness NS5051 Person centred approaches to dementia care

3	Excellent teaching and learning and quality of the student experience	Programmes which have completed Periodic Programme Review by December 2014	Data Source: University Standards Committee, Education Committee Minutes.

Programmes which have completed Periodic Programme Review in 2013/14 and to December 2014:

B.Eng. in Biomedical Engineering	Grad Certificate Actuarial Applications
B.Eng. Mechanical & Manufacturing Eng	M.Sc. in Science Communication
B.Sc. Financial Mathematics	MA in Development
BA in Communication Studies	MA in Film and Television Studies
BA in Global Business Programme Streams	MA in International Relations
BA in International Relations	MA in International Security & Conflict
BA in Journalism	MA in Journalism
Bachelor of Business Studies	MA in Political Communication
BCL (Law and Society)	MA in Social Media Studies
BSc (Hons) in Information Technology	MSc in Electronic Commerce (Business)
BSc Actuarial Mathematics	MSc in Emergency Management
BSc in Computer Applications	MSc in Finance
BSc in Financial & Actuarial Mathematics	MSc in Financial Mathematics
BSc in Management of Info Tech/Info Syst	MSc in Information Systems Strategy
BSc in Multimedia	MSc Multimedia
Common Entry into Mathematical Sciences	

4	Excellent teaching and learning and quality of the student experience	Number of academic staff completing training in pedagogy	Data Source: DCU Student Registration System, ITS; Teaching Enhancement Unit a) Number of academic staff completing training in pedagogy |	2011-2013 Cumulative	2011-2014 Cumulative
LI501 Teaching Online	149	165
LI502 Assessment & Feedback in Online Environment	39	51
GS602 Graduate Tutor/ Demonstrator Training	14	34
Total Participation	**202**	**250**
Annual Growth		**24%**	
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		Number of training days per staff member per year	Data Source: DCU HR Training Participation database, Teaching Enhancement Unit b) Numbers of training days per staff member per year |	2013	2014
Annual Hours academic staff professional development in accredited and unaccredited programmes and workshops	4419	5625
Equivalent cademic staff professional development "days" in accredited and unaccredited programmes and workshops	589.2	750
% Change		**27%**	
5	High quality, internationally competitive research and innovation	% of research-active staff	DCU Definition of "Research Active": Academic Staff must fulfil both of the following criteria: • Have published at least once in the previous three calendar years, with publication included in Scopus, Web of Science and Google Scholar databases, AND, • Staff member also is currently completing a PhD, OR, supervising a research Postgrad in the current year.
6	High quality, internationally competitive research and innovation	% of research outputs in top quartile of outlets for the discipline	Source of Data: Scimago (Journal analytics software linked to Scopus) This relates to the number of DCU publications in the top 25% of Journals. The top quartile journals are identified by academic discipline; further systems development at DCU in our RSS systems, will facilitate improved automated reporting on this metric in the future.

7	High quality, internationally competitive research and innovation	Number of PhD graduates completing taught credits as part of their programme	Data Source: DCU Student Registration System, ITS PhD graduates in each calendar year consider Baseline= 48 PhD graduates completing at least 30 taught credits in 2013. 2014= 60 PhD graduates completing at least 30 taught credits in 2014. Only PhD graduates who have completed at least 30 taught credits as part of their PhD programme are included.

Calendar Year	PhD Grads completing Credits	Total PhD Grads	% Grads with Credits
2010	4	93	4%
2011	14	108	13%
2012	30	143	21%
2013	48	148	32%
2014	60	126	48%

8	Enhanced engagement with enterprise and the community and embedded knowledge exchange	Aggregate Measure of Knowledge Transfer Activities	The aggregate measure includes DCU's performance in the following knowledge transfer activities, • Spin-Outs • Licences, options and assignments • Filings • IDFs • NDAs • Industry Sponsored PhDs/Post-Docs • Consultancy • Contract Research >€50K • Contract Research <€50K • Co-Sponsored Research (total value >€50k) • Co-Sponsored Research (total value <€50k >€10K) • Facility Access Agreements >€50K • Facility Access Agreements <€50K

9	Enhanced engagement with enterprise and the community and embedded knowledge exchange	Community Knowledge Exchange (CKE) Projects and DCU Schools involved in CKE.	Data Source: Internal, Societal Impact Platform Director. DCU Schools Involved in Projects: • School of Applied Languages and Intercultural Studies (SALIS) • School of Communications. Project Community Partners: • Volunteer Ireland • D12 Disability Mainstream Access Project • Near Media Co-operative, • Klawitter Theatre Group • Ballymun Whitehall Area Partnership • Community and Family Training Agency (CAFTA)
10	Enhanced internationalisation	Number of Non-EU Domiciled Students at DCU	Data Source: DCU Student Registration System, ITS Based on those who report a domicile country in a non-EU country, OR, students for who domicile is unknown, but who pay Non-EU fees. Students registered on 1st November 2014 with reported non-EU domicile= 526 Students registered on 1st November 2014, with no reported domicile, but Non-EU fee-paying status= 135 **Total= 661**
11	Enhanced internationalisation	Number of internationally domiciled distance education students	Data Source: DCU Student Registration System, ITS Based on students registered from two sources: a) Students registered as distance education students on 1st November 2014, for the 2014/15 academic year, with an international domicile (35), AND, b) Students registered before 31st December 2014 on Graduate Diploma Leadership Development and ICT Knowledge Society, and online programme targeting senior government officials in countries in Sub-Saharan Africa (102)

Dublin City University
Profile 2016/17

STUDENT NUMBERS

Entrants

		No.	% Change over current
New Entrants (Full-time Undergraduate)		3,260	72%*

Graduates

	No.	%
Undergraduate Graduates	2,490	59%
Postgraduate Graduates	1,700	41%

Enrolments

		Full-time	Part-time	Remote	Total			Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	No.				0	Other Enrolments (IoTs only)	%	0%	0%	0%	0%
Foundation	No.				0	Foundation	%	0%	0%	0%	0%
FETAC Cert	No.				0	FETAC Cert	%	0%	0%	0%	0%
FETAC Advanced Cert	No.				0	FETAC Advanced Cert	%	0%	0%	0%	0%
of which are apprenticeships	No.				0	of which are apprenticeships	%	0%	0%	0%	0%
Undergraduate	No.				0	*Undergraduate*	%	0%	0%	0%	0%
Diploma/Cert	No.	45	0	0	45	Diploma/Cert	%	100%	0%	0%	0%
Ordinary Degree (L7)	No.				0	Ordinary Degree (L7)	%	0%	0%	0%	0%
Honours Degree (L8)	No.	10,453	137	1,275	11,865	Honours Degree (L8)	%	88%	1%	11%	0%
Occasional	No.	136	185		321	Occasional	%	42%	58%	0%	0%
Postgraduate	No.				0	*Postgraduate*	%	0%	0%	0%	0%
Postgrad Diploma/Cert	No.	117	572		689	Postgrad Diploma/Cert	%	17%	83%	0%	0%
Masters Taught (L9)	No.	846	1,198	127	2,171	Masters Taught (L9)	%	39%	55%	6%	0%
Masters Research (L9)	No.	61	14		75	Masters Research (L9)	%	81%	19%	0%	0%
PhD (L10)	No.	544	195		739	PhD (L10)	%	74%	26%	0%	0%
Occasional	No.	86	103		189	Occasional	%	46%	54%	0%	0%
Total UG and PG Enrolments	No.	12,288	2,404	1,402	16,094	**Total UG and PG Enrolments**	%	76%	15%	9%	100%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants	No.	%	PhDs (All modes)	No.	%
General Programmes		0%	General Programmes		0%
Education Science	662	20%	Education Science	129	17%
Humanities & Arts	780	24%	Humanities & Arts	62	8%
Social Science, Business & Law	735	23%	Social Science, Business & Law	120	16%
Science	470	14%	Science	221	30%
Engineering, Manufacturing & Construction	200	6%	Engineering, Manufacturing & Construction	129	17%
Agriculture & Veterinary		0%	Agriculture & Veterinary		0%
Health & Welfare	338	10%	Health & Welfare	78	11%
Services		0%	Services		0%
Combined	75	2%	Combined		0%
Total	3,260	100%	**Total**	739	100%

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%	(% of New Entrants)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	3,806	24%	Mature Entrants (Full-time Undergraduate)	325	10%
Participants in Labour Market Activation (Springboard) (% of National Participation)	380		Estimate: Entrants with Disability (EAS)	160	5%
Regional Intake *(% of Full-time Enrolments)*					
from the institution's county	6,021	49%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	700	21%
from the institution's county and bordering counties	8,601	70%			
DCU Region= Dublin, Meath, Kildare, Louth, Monaghan					

INTERNATIONALISATION

	No.	%		No.
International Students (Full-time)	1,200	10%	Erasmus Students Outgoing (excl. work placements)	80
(% of Full-time Enrolments)				
EU	400	33%		
Non-EU	800	67%		

TEACHING AND LEARNING

STAFF

	No.	%
Core Staff	1,213	
Academic Staff	684	56%
Support staff	529	44%
Contract Research & Specialist Staff	620	
Academic Staff	475	77%
Support staff	145	23%
Total Staff	1,833	
Total Academic	1,159	63%
Total Support	674	37%

FINANCIAL DATA

	€ 000	%
Total Income	190,647	
State Grants	36,763	19%
Fees		0%
Exchequer	30,812	16%
Non-Exchequer	41,727	22%
Research Grants & Contracts	66,778	35%
Other Income	14,567	8%
Total Expenditure	190,647	
Core - Pay	87,756	46%
Core - Non-Pay	36,113	19%
Research Grants & Contracts - Pay	43,056	23%
Research Grants & Contracts - Non-Pay	23,722	12%