



COLÁISTE PHÁDRAIG
ST PATRICK'S COLLEGE
DROIM CONRACH | DRUMCONDRA

St Patrick's College
A College of Dublin City University

Strategic Dialogue Cycle 2
Self-Evaluation Report to the HEA

June 2015



1. Regional Clusters

SPD, as a College of DCU, contributes as part of DCU to the 3U cluster and the Dublin Leinster pillar II Cluster. For further details relating to Institutional objective, related performance indicators, targets and progress towards targets please see the DCU submission. Accordingly no separate review is submitted by the Institute for this section.

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



2. Participation, equal access and lifelong Learning

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
Increased participation rates from target SED groups	Increased admissions rates from under-represented socio-economic groups	6%	7%	Student numbers through HEAR increased in September 2014 and currently stand at 7.1% of all undergraduate students. Continuing increase are expected in September 2015.	7%	8%	
To continue to pursue excellence in supporting under-represented groups in the College community	Maintain current retention rates of students entering through HEAR programme	100%	100%	Retention rates of HEAR students continues to be excellent	100%	100%	
To build on participation rates of students with disabilities across all	Increased admission of students with disability, overall	1.5%	2%	The College entered DARE for the first time in September 2014. Numbers increased to 1.57%. We expect this to continue to grow in September 2015. Largest increase in his	2.5%	3%	



<p>programmes</p> <p>In line with national priorities, to foster greater diversity in the institution that more accurately reflects the wider community</p> <p>To encourage teaching as a profession among ethnic minority groups so that children can be educated in the future by teachers as diverse as the classrooms in which they teach</p> <p>To build upon previous success in</p>	<p>Increased participation of students with disabilities – % of mobility, visual and hearing impaired students across both faculties</p> <p>Increased admission rates of students from ethnic minority backgrounds</p> <p>Maintain the level of mature students across both faculties</p>	<p>0.5%</p> <p>0%</p> <p>6%</p>	<p>0.7%</p> <p>0%</p> <p>6%</p>	<p>students with a mental health condition.</p> <p>0.3% students registered in first year fall into the category. However, the college has recently appointed a lecturer with expertise in Deaf Education. This person is currently working on engagement with stakeholder groups.</p> <p>Relationships have been built with a number of schools and groups that represent ethnic minorities. To date, no students have enrolled on our programmes.</p> <p>The number of mature students continues to fall as is the trend nationally. This is despite out</p>	<p>0.8%</p> <p>0.25%</p> <p>6%</p>	<p>1%</p> <p>0.5%</p> <p>6%</p>	
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<p>admission rates of mature students in our pursuit of excellence in relation to the lifelong learning agenda</p>	<p>in the context of increasing student numbers</p>	<p>0.5%</p>	<p>0.5%</p>	<p>out-reach programmes to FE colleges and partnership groups. The current rate is 5.1% However, there was a large interest in the new Bachelor of Early Childhood Education which commences in September 2015. Of the 15 perspective students interviewed 14 have been offered places on the new course.</p>	<p>1%</p>	<p>1%</p>	
<p>To further the College's lifelong learning agenda and increase access among socio-economically disadvantaged groups</p>	<p>Increased admission rates of FETAC entrants on the BA programme</p>	<p>0.5%</p>	<p>0.5%</p>	<p>40 FETAC Students CAO rated</p> <ul style="list-style-type: none"> • 8 Offers made through CAO • 6 Accepted • 4 Registered = 1.7% • 233 BA Acceptances 	<p>1%</p>	<p>1%</p>	



3. Excellent teaching and learning and quality of the student experience¹

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
Nurture a quality culture in teaching and learning and all College activities. Assure conformity with European standards and Guidelines for QA and the requirements of QQI.	Alignment of QA and T&L functions of SPD and the University. Compliance with statutory requirements established by QQI, measured by peer review.	The College is fully compliant with the statutory requirements of the QQI, and has piloted the Irish Survey of Student Engagement.	The Irish Survey of Student Engagement (ISSE) completed February 2014 and feedback mechanisms to stakeholders developed. Engaged in joint planning and support of joint T&L and QA initiatives across the University. Contributed to the National Academy for the Advancement of	The Irish Survey of Student Engagement (ISSE) completed February 2014 and 2015 (approx. 30% response rate). Institutional findings for ISSE 2014 disseminated and discussed. Feedback mechanisms to stakeholders included: <ul style="list-style-type: none"> - Reports presented and discussed at relevant programme boards - Poster presentation of key findings displayed at college Teaching and Learning event - Key findings presented and discussed at Academic Council, Teaching and Learning and Quality Promotion committee 	Thematic reviews developed and prioritised. SPD and DCU T&L and QA Committees Integrated.	Teaching and Learning and Quality Assurance processes fully aligned with DCU	

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.



T&L.

meetings.
- Review of ISSE 2014 feedback mechanisms by college ISSE committee to inform dissemination of 2015 findings.

T&L and QA workshops were organised jointly by SPD and DCU staff for the purpose of alignment

Contributions to the National Forum for the Enhancement of Teaching and Learning include:

- To develop and maintain key links between the college and the National Forum, two staff members (Registrar and Director of Teaching and Learning) are Designated Institutional Contacts. Participation in National Forum activities include attendance at workshops (eg. How ISSE can enhance Teaching and Learning; Review of role of



to bring quality improvement and quality promotion strategies,	Moved current modes of annual review beyond unit, function and programme quality reviews and	All units in the College have completed a cycle of annual reviews.	50% of programmes undergoing APR.	<p>Designated Contacts), responding to consultation documents (eg. Towards a National Professional Development Framework for those who teach in Higher Education; Developing a Roadmap for Building Digital Capacity).</p> <ul style="list-style-type: none">- Two staff members awarded funding for organising and facilitating a seminar for the National Seminar Series (14/15). <p>In the process of preparing submission to Teaching and Learning Enhancement Fund: Driving Enhancement of Digital Capacity for Impact in Irish Higher Education.</p> <p>APR's were undertaken by two key programmes (1 Undergraduate and 1 Postgraduate programme) comprising 50% of all registered students.</p>	75% of Programmes undergoing APR 20% of programmes undergoing PPR	100% of programmes undergoing APR 50% of programmes	
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structures and practices into further alignment with those of the university and national policy.	embedded Annual Programme Review (APR) and Periodic Programme Review (PPR).			All programme chairs have received further guidance and support in undertaking APR's in the next Academic year		undergoing PPR	
Promote staff professional development in the areas of innovative teaching and research	A College-wide professional development programme based on a needs analysis will have been introduced.	An existing programme of professional development seminars on a demand-led basis.	Survey designed to ascertain needs of staff in relation to the enhancement of teaching and learning and the quality of the student experience.	The Teaching and Learning committee put together a schedule of lunchtime seminars for staff professional development. Such seminars have provided opportunities for sharing knowledge and ideas of effective teaching and learning concepts and practices in higher education. Survey designed to ascertain needs of staff in relation to the enhancement of teaching and learning and the quality of the student experience. 20 staff members responded to the informal survey and these findings informed the development of the staff professional development seminar series for 2014-2015.	Findings from staff survey collated and analysed. Professional development programmes provided to meet 25% of needs.	Professional Development programmes provided to meet 50% of needs.	



Findings from staff survey collated and analysed. Professional development programmes provided to meet at least 60% of needs identified.

In December 2014, a staff survey of education staff was conducted by the Teaching and Learning Project group (Education Workstream). Findings from this survey of 90 staff (66% response rate) provide very important information on pedagogies for effective teaching and learning in education that would inform a Teaching and Learning Strategy for the new Faculty of Education.

All staff (including those most involved in blended course development and delivery) have access to professional development in the area of blended pedagogy and its associated learning technologies. A high percentage of staff participates in these professional development





<p>Develop a staff professional development programme with a focus on the delivery of online, blended and flexible learning programmes.</p>	<p>Over 75% of staff have participated in online digital pedagogy course</p>	<p>Online and blended courses taught at masters and doctoral level.</p>	<p>Accreditation granted for new blended Professional Masters in Education</p>	<p>activities. The programme of workshops and one-to-one/team development activities is a mix of general skills and pedagogical concept development. More particular 'local' programme development and support inputs are designed on a case-by-case basis.</p> <p>The number of programmes including blended components grows steadily and progress towards the targets set here is well underway.</p> <p>Work is underway through the Incorporation Programme to ensure the best melding of learning technology and pedagogical expertise across the merging institutions. This will ensure a best service in the new Faculty/Institute as well as opening channels of professional development for learning technologists and academic staff generally. 435 students enrolled on blended courses- 14.89% of students</p>	<p>10% of students enrolled on blended courses</p>	<p>20% of students enrolled on blended courses</p>	
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4. High quality, internationally competitive research and innovation

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 enhancement of staff research skills and capacity	<p>Increase the number of staff with doctoral qualifications and the percentage who are research active</p> <p>Enhance research training opportunities in conjunction with the Graduate Studies Office (DCU) and other bodies such as QQI, NAIRTL</p>	Restricted current training provision; research-active staff (approx. 50%)	<p>Hold PhD supervision workshops for all academic staff</p> <p>Organise research workshops for staff, including a workshop on research metrics with a view to fostering sustained research activity</p>	<p>A census of staff by the Research Office in January 2015 showed that 81% of staff have doctoral qualifications. (70% in faculty of Education and 98% in Faculty of Humanities). This percentage may change in light of the recruitment of new staff in 2015.</p> <p>The annual research report compiled by the Research Office in 2014 has entries from 64% of academic staff (56% of Education Faculty and 79% of Humanities Faculty).</p> <p>Two strategies were adopted to foster sustained research activity: 1. During the academic year 2014/15, Research Development Workshops for staff were held in the following areas</p>	<p>Formalise a mentoring system for early-career staff</p> <p>In conjunction with College Librarian, enhance digital access to staff research outputs, special collections and other research holdings</p>	<p>Have increased the percentage of staff with doctoral qualifications to 80%</p> <p>Have increased the percentage of research-active staff to 65%</p>	



				<ul style="list-style-type: none">- Becoming a Research Expert for European Research Funding- The Marie Curie Fellowship- Grant Writing for Researchers (with DCU)- Nvivo- Communication for Researchers (DCU) <p>Staff Research Development Workshops are now integrated into the HR suite of training provision and further courses are scheduled in:</p> <ul style="list-style-type: none">- Writing for Publication- SPSS to support quantitative research (4-week course)- Nvivo to support qualitative research. <p>2. Throughout the year, research writing clusters were set up with 35 members of staff participating weekly. Each of the 6 clusters are timetabled within the working week and a room assigned to work on completing articles and chapters for publication. This has had a positive effect on staff submissions for publication.</p>			
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				<p>Staff applications for external research funding are supported through the Research Office. These have included applications to the Wellcome Trust, the European Research Council Consolidator award, the Irish Research Council Horizon Strands 1 and 2, H2020, Failte Ireland, and European COST Actions.</p> <p>Incorporation The planning and implementation of the College's Incorporation into DCU constitutes a significant part of current activity. This work is informed by and seeks to contribute to the following 3 'Institution Objectives': of</p> <ul style="list-style-type: none">- The enhancement of staff research skills and capacity- The incentivisation and the recognition of academic research endeavour; and- The expansion of research infrastructure for staff and postgraduate students.			
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				<p>As part of the Incorporation of SPD into DCU, the Research office works closely with Research Innovation and Support in DCU. Staff briefings have been delivered on the research strategy and framework in DCU, including relevant discipline standards. DCU research support is now open to SPD staff and two Research Officers have been recruited by DCU to work individually with researchers in the incorporating institutions.</p> <p>Metrics from the SPD Research Report carried out in 2013/2014 & 2014/2015 are being integrated with DCU and a strategy for the development of staff research in DCU is part of the incorporation process.</p> <p>Staff in both faculties have been incentivised through research funding provided through the incorporation process: a journal publishing fund in Humanities and a research collaboration fund across incorporating</p>			
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<p>The expansion of research infrastructure for staff and postgraduate students</p>	<p>Expand infrastructure to sustain postgraduate research student numbers and to increase staff research output</p>	<p>Current numbers</p>	<p>Initiate series of targeted postgraduate student workshops in conjunction with HEA, Fulbright and other research organisations and funding agencies</p> <p>Have an agreement with a Digital Repository provider in place and have begun the process of assembling the necessary data</p>	<p>Colleges in Education.</p> <p>As at January 2015, a total of 60 research students were registered at the College, including PhD, Masters and EdD. New postgraduate research student numbers registered in consecutive years are as follows:</p> <ul style="list-style-type: none"> - 2013: 5 - 2014: 11 - 2015: 6 registered, 7 in process (Total = 13) <p>An interim structured PhD programme in Education has been developed and was noted at the DCU Graduate Studies Board on 25/06/15.</p> <p>Postgraduate student workshops have been delivered in Research Ethics and SPD students were also able to avail of the DCU GSO workshops.</p> <p>Fulbright events were held in the College and a student was awarded and ITN Fulbright scholarship. A joint SPD/MDI/DCU postgraduate conference was held on 8/5/15 and Dr</p>	<p>60% of staff to have met the institutional expectations of one refereed article (or equivalent) in a peer-reviewed journal or edited collection annually</p> <p>Provide staff information workshops in respect of the Institutional Digital Repository and the implications of Open Access</p>	<ul style="list-style-type: none"> • 65% of staff to have met the institutional expectations of one article (or equivalent), in a peer-reviewed journal or edited collection annually • Have in place a structured PhD programme ready to accommodate students through cooperation with the Office of the Dean of Graduate Studies (DCU) and the 3U Partnership. 	
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				<p>Eucharía Meehan (Irish Research Council) gave a presentation to students on 'Your Career in Research'. This followed on from the 2014 postgraduate conference with invited speakers presenting to students on the process of doctoral research and publishing in a research Journal.</p> <p>Incorporation The Research Office of SPD works closely with GSO in DCU, meeting regularly to transition postgraduate research infrastructure. Briefings have been held with College staff on new admission processes and supervisory arrangements. A communications initiative was successful in ensuring that PGR applications did not decline during the transition to DCU. Since January 2015, all new PGR students supervised by staff in SPD are now students of DCU</p> <p>The work on the Repository is ongoing – completion date September 2015. The</p>			
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				<p>Repository will focus on staff publications (in journals etc) initially.</p>			
<p>The incentivisation and the recognition of academic research endeavour</p>	<p>To promote and enhance research productivity, the College will maintain and expand mechanisms to assist staff</p>	<p>Current Annual Research Report and College Fellowship provision</p>	<p>Produce a streamlined Annual Research Report of peer-reviewed articles, monographs, essays in edited collections and substantial non-peer-reviewed articles Include appropriate research output targets in a workload model</p>	<p>The College Fellowship Scheme has been increased from two to three fellowships: An Early Career Fellowship, an Expert Researcher/Practitioner Fellowship and a Senior Fellowship. A competitive application process has been held through HR and three fellowships awarded.</p> <p>Annual Research reports have been compiled for 2014. The format has been amended in consultation with DCU Vice President for Research.</p> <p>The SPD Research Office works closely with DCU Research and Innovation Support on this. Information on staff knowledge transfer and research-based community engagement has been strengthened in the collection tool.</p> <p>As part of Incorporation, the compilation of records of staff</p>	<p>Increase the current College Fellowship Scheme from 1 x Junior Fellowship and 1 x Senior Fellowship through the addition of 1 x Mid-career Fellowship to be funded from the College's annual research allocation</p>	<p>Expand College Fellowship Scheme to facilitate high-achieving, research-active staff.</p>	



				<p>research output is transitioning to DCU. Baseline metrics have been provided to DCU for 2012/2013/2014.</p> <p>A mapping exercise on supports and recognition of research has also been carried out within the Incorporation Research workstream.</p>			
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5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

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
Respond to the needs of the education sector and to the employment needs of all graduates	Evidence of engagement gathered through National Student Satisfaction Survey, Graduate Employment Survey and Survey of School Principals and Employers	Existing student exit surveys and HEA first destination data	Review implementation and analysis of Student Exit Survey and Graduate Employment Survey. Review of supports for students relating to career guidance in context of DCU merger Provide accredited programmes in the Irish language, in collaboration with NUIG, to promote employment opportunities,	Results are analysed and forwarded to Registrar's and President's Offices. Review of supports relating to career guidance in context of DCU merger: Discussions are on-going in the development of enhanced Student Support Services for DCU post incorporation. The Careers Officer attends regular meetings with Head of Careers in DCU re aligning of services. In September 2014, after a series of productive and successful discussions with NUIG / Acadaimh na hOllscolaíochta Gaillimh, the Students Union in Coláiste Phádraig and members of	Design and implementation of bi-annual survey of Primary School Principals Advance integration of SPD- DCU careers service	Design and implementation of programmatic offerings in collaboration with employer and stakeholder groups Complete integration of SPD-DCU Careers and Alumni Services	



			<p>including access to teaching profession</p>	<p>the Management Committee in Coláiste Phádraig, it was decided that the Diplóma i nGaeilge would go ahead.</p> <p>The Diplóma i nGaeilge offers student's an accredited course in Irish after two years of part time study. The course runs over two years with 10 weeks of teaching in each semester, one evening a week which included informal assessment and formal assessment. The course fee is reduced from €1000 to €200 per year. We had hoped as a start that there would have enough numbers for one class. The interest and demand for the course was high and 53 students enrolled in the first year of the diploma. The feedback from the first year of the course was extremely positive.</p> <p>The overall results obtained are as follows:</p> <ul style="list-style-type: none">- Líon Mac Léinn 53		
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				<ul style="list-style-type: none"> - Céad Onóracha 15 - Dara Onóracha, Grád 1 21 - Dara Onóracha, Grád 2 9 - Pas 1 - Teip 3 - Le críochnú 4 <p>Preparations are being made for the continuation of the Diplóma into the second and final year. Inquiries are being made at present to run the first year of the Diplóma on the Glasnevin campus so that students of DCU and Coláiste Phádraig can avail of the course in September 2015.</p>		
Development of a strong framework to support civic engagement by staff and students.	Agreement of staff workload model and student modules which promote leadership, engagement and volunteerism	No formal recognition of student civic engagement and limited acknowledgement of service to the community by staff	Development of framework and workload model for staff that recognises civic engagement. Promotion of DCU President's award for Engagement	A transitional workload model is in draft stage for the Institute of Education. The College sponsored any staff who wished to take the CEEN Entrepreneurship Educators Module. This module helps staff in developing entrepreneurial teaching and learning practice was offered to staff. One staff member	Development of leadership module for student civic engagement Partnership within 'DCU in the Community' initiatives	Increased civic engagement of staff to be measured through staff workload model



<p>Programme of knowledge transfer and exchange partnerships through increased provision of suite of professional development modules for alumni and external partners</p>	<p>Progression in number of modules available year on year</p>	<p>Service partnerships established with patron body Educate Together and Write to Read Partnership Schools. Informal partnerships with other stakeholder groups. No open access modules for sector</p>	<p>Setting up of framework and provision of CPD module on supporting students for partnership schools</p>	<p>completed the course.</p> <p>Supporting students for a partnership way-of-being and way-of-learning in schools during school placement periods permeates all aspects of the module 'Preparation for School Placement'.</p> <p>The framework consists of:</p> <ol style="list-style-type: none">1. An overarching vision of 'partnership' (Informed by research), roles and responsibilities (with a key emphasis on students developing a strong sense of their own agency whilst working in partnership schools ie active participating learning teachers), and a review process2. Familiarisation of students with the Teaching Council framework of partnership (Guidelines for School Placement), with the Code of Professional Conduct, and with key school policy areas	<p>Provision of an additional two open-access CPD modules on priority areas of literacy and mathematics education</p>	<p>Provision of suite of six to eight CPD modules across the curriculum and relating to supporting student teachers</p>	
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and school personnel with specific roles eg Child Protection; the Designated Liaison Person

3. Actual experiences of learning how to collaborate with teachers eg co-planning and co-teaching at various stages of the programme
4. Regular sharing of feedback from schools (about schools' experiences of students on school placement) with students
5. Students engage in reflective tasks built around dialogue and collaboration with cooperating teachers and around real school context issues
6. Clear procedures for students in relation to any critical incidents or moments of distress which may occur in a school setting
8. Online module on mentoring and partnership eg. observation, feedback and dialogue with the cooperating teacher
9. Suite of partnership



<p>To develop the campus as a centre of education and</p>	<p>Increased usage of the College's physical</p>	<p>Minimal community usage of dated physical</p>	<p>Compilation of database of local community groups and development</p>	<p>materials have been developed eg Teacher Feedback Form for students 10. Engagement of students in whole school activities to develop a broad sense of professional responsibilities in being a teacher 11. Opportunities for students to learn about the various roles in a school eg Board of Management, Principal, Learning Support/Resource through timetabled periods during school placement, through assigned Visit Days to schools, through guest lectures from teachers and principals, and through a range of course modules eg. SEN-related modules. 12. Reviews of students of partnership processes form an integral part of the overall review of School Placement each year The compilation of the database is still under development. However, the College is very active in its</p>	<p>Development of partnerships with key groups in NGO sector in relation to</p>	<p>Development of short extramural courses in</p>	
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<p>culture in the community</p>	<p>resources by voluntary, cultural and business groups</p>	<p>amenities</p>	<p>of strategy to promote local engagement</p>	<p>engagement with local groups.</p> <p>The National Integration Conference was both sponsored and held by the College.</p> <p>A Community Leadership Module was developed in conjunction with Foróige. 17 Students from across years and programmes successfully completed the module.</p> <p>College facilities were made available to the local Drumcondra football club for training. The College is currently working with the club on documenting the clubs history.</p> <p>Staff from the Educational Disadvantage Centre sit on several local community groups including:</p> <ul style="list-style-type: none"> - Community Engagement Initiative - Ballymun Education 	<p>supporting non-formal education provision for marginalised groups in local community e.g. music and drama initiatives, adult literacy organisations, traveller organisations, and SPIRASI</p>	<p>areas relating to culture, heritage and education for North Dublin communities</p>	
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				<p>Working Group, - Intercultural and Diversity Education Committee - Northside Education Support Network, Northside Area Partnership - School Age Childcare Thematic Working Group The College also has representative on the Civic Engagement forum in DCU.</p>			
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6 Enhanced internationalisation

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
Promotion of Student Teaching Placement (TP) within the Bologna zone Promotion of International Student Placement and research in collaboration with NGOs and foreign states	Development of TP student placement projects in 3 strategic European cities - Luxemburg, Brussels and Strasburg	Initiative launched by SPD and prospective European partners in 2013. Discussions ongoing with European School in Luxemburg	Establish TP linkage with European School in Luxemburg	School Placement Link was established with the International European School in Luxemburg. In March 2014 4 BEd students were placed on a 3 month work placement. In March 2015 3 BEd students embarked on a 3 month work placement in the school. Strategic meeting held between SPD and the management of European School in Luxemburg in May 2015. Strategic meeting held with Strasberg University (Teaching Education) and agreement for development of Teaching Placement Collaboration between Reált, SVP Africa Project	Extend TP linkage with European School in Brussels		



				2013. 10 students went in 2014 to Schools in Ethiopia and Uganda			
Increase outgoing BEd/BA Students numbers, and equivalent in incoming student numbers on Exchange Programmes	Increase in numbers	50 outgoing and incoming students	60 outgoing students	74 outgoing students comprising of: 23 outgoing BEd students for full academic year 38 outgoing BEd students for one semester 7 outgoing BA students for full year 3 outgoing BA students for one semester 3 outgoing students to Luxembourg for TP training placement 22 incoming international students from partner HEIs – Semester 1 47 Incoming International students from partner HEIs- Semester 2	70 outgoing students	Expand TP network to include the European School in Strasburg, for collaborative TP projects 80 outgoing students	
Shared/Joint Postgraduate Degrees with European / non-European HEIs	Development of 2 strategic partners in Europe, 2 in USA/Canada, and one in Africa: Targeting an Erasmus	1 PG Masters programme partner	1 in Europe	Currently progressing a joint matures with an Australian University	1 in USA/Canada	2 in USA/Canada	



	Mundus Programme						
Fee-paying students for modules in Education and the Humanities programmes from USA/Canada via DCU/CIEE Office linkage	Increasing numbers	0	10	6 Incoming students from non-partner US HEIs via CIEE-DCU	20	30	
LLP/Erasmus Intensive Programmes: with European and non-European HEIs	IP with SPD as the leader HEI, to be developed into an Erasmus Mundus with 2 strategic partners in Europe, and USA (1) and RSA (1)	In communications with European and US HEIs	Meeting of international partner HEIs	Susan Marron, Faculty of Education, Physical Education Unit collaborated with Prof. Magali Descoedres, Chargée d'enseignement, Unité d'enseignement et de recherche, Didcatique de l'éducation physique et sportive (UER EPS), Haute école pédagogique (HEP), Lausanne, on the PEERS project: 'All children learning together through physical education with a focus on inclusion'. Three BEd 2 students - Physical Education Specialism, and three Swiss PG Students also participated with reciprocal visits to Dublin 13-17 October 2014 and Lausanne 16-20 February 2015.	Application for funding	Start of ER IP project which can be developed into a course for international 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

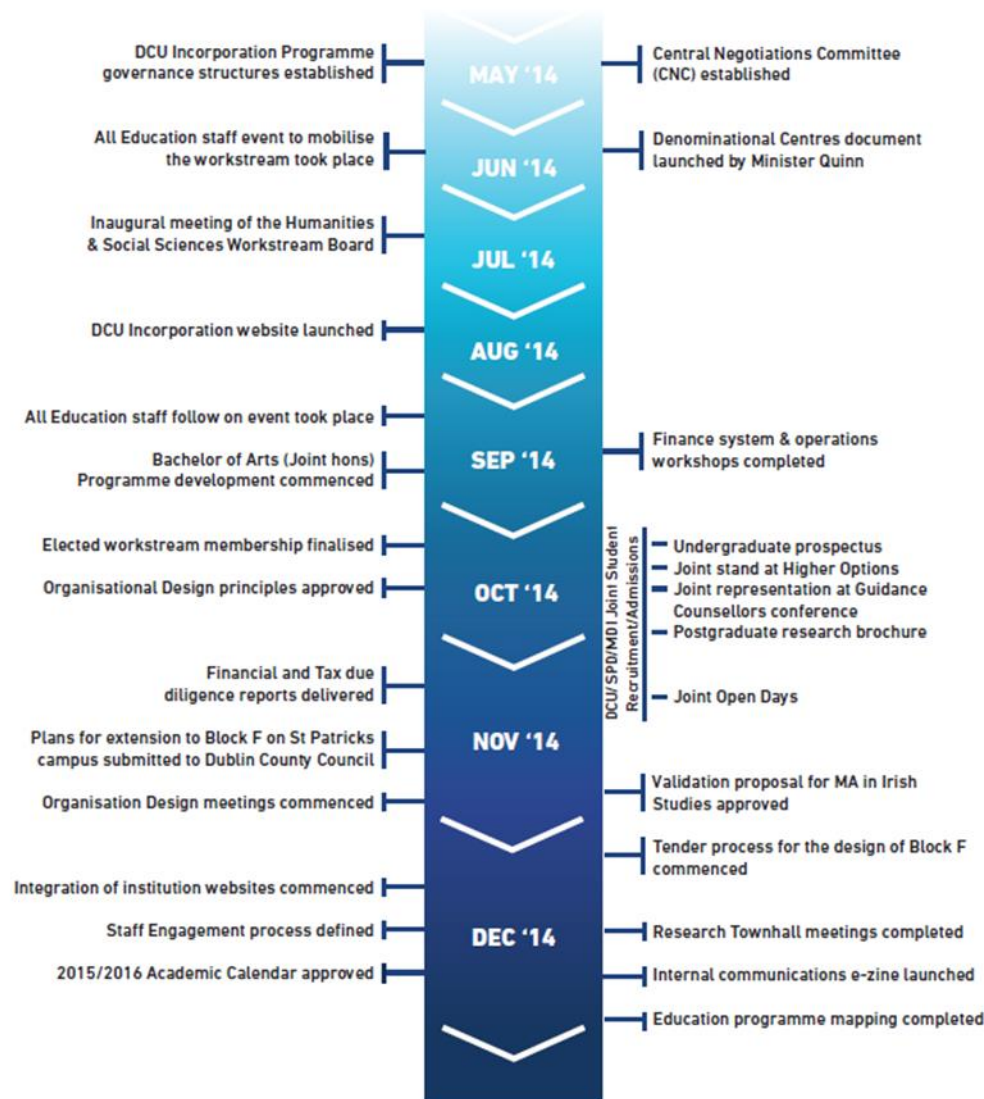


Figure 7.1 DCU Incorporation Programme. 2014 Key Milestones



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 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



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- 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 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 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 September 2015	Students of all institutions will register with DCU.	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-	Specific, deep	MOU signed;	Establish a model for a	Launch of DCU-DKIT	Implement model	Offer 2 new (joint)	



faceted Alliance with DkIT	collaborative initiatives developed	collaborations in entrepreneurship and innovation	DCU-DkIT Graduate School; Identify options for joint Master's Degree Programmes	Graduate School on 3 rd October, 2014 Developments in relation to future programme provision being progressed within the wider MEND Cluster initiatives on joint provision and ATP processes	for a DCU-DkIT Graduate School; Establish common student entrepreneurship platform	Master's Programmes	
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