Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

1. **Regional Clusters**

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
1. To implement recommendations of the Sahlberg Report	To set up a new collaborative institute for education	No shared teaching across provision offered for four partners	Staff teach on modules across institutions	Governance structure agreed. Work plan developed across three themes: a. continuous professional development – development of the institute's mission in this area b. research – mapping of institutional research strengths completed. c. Professional Master of Education – mapping of existing provision across the four programmes	a. Preparation of a CPD framework document for Teaching Council b. Development of a research statement and funding strategy for the institute developed around five key themes. c. Design and gain institutional approval of a common module in research. d. Recognition of inter-institutional PME awards	a. Engagement with Teaching Council re CPD b. Joint funding proposals for collaborative research projects. c. As part of the development of the collaborative PME, delivery of a model for School Placements and foundation disciplines	

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
2. To increase collaboration in the creative arts cluster	To establish shared teaching building on institutional strengths	Some sharing of modules between the Lir and RIAM	a. To increase the sharing of modules between the Lir and RIAM b. To explore a proposal for a joint Masters in Digital Arts with GradCam (DIT)	a. The Lir and the RIAM collaborated on three productions which involved modules on theatre skills, stage production and technical management and theatre history and design. The RIAM provided modules on score reading, supporting Opera Briefs. b. The proposal for a joint Masters in Digital Arts with GradCAM is under active development	a. To continue collaboration b. To receive institutional approval for joint Masters with GradCAM	a. To continue collaboration b. To admit the first cohort of students to join Masters degree	

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
3. To progress a more coherent system of HE provision within the regional cluster, while enhancing the particular strengths of individual partners	An agreed framework for the regional cluster within which academic planning based on institutional strengths and student demand		To commence a mapping of existing postgraduate provision	While preliminary work was commenced on mapping postgraduate provision it has been paused. Given the complexity of the portfolio of programmes and the different management information systems across the cluster partners the project cannot be completed without dedicated resources in each institution and a project manager for which funding is not currently available	To complete the mapping of existing postgraduate provision. To commence the mapping of undergraduate provision	To have completed the mapping and identified areas of priority and strength with a view to shared academic planning	

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
4. To progress towards more collaboration within the regional cluster	A joint academic strategy to promote more extensive collaborations in teaching and research between Trinity and Marino Institute of Education	MIE is an Associated College of Trinity. MIE is under the joint trusteeship of the Congregation of Christian Brothers European Province and Trinity College Dublin			a. To develop projects for collaboration between the two institutions around the theme of social inclusion. b. To explore the development of programmes and research initiatives between MIE and the Confederal School Religions, Peace Studies and Theology	a. To implement collaborative social inclusion projects. b. To increase the number of Trinity Schools which link with MIE on the delivery of its strategy to extend its offering for education and allied studies	

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
5. To progress a more coherent system of HE within the regional cluster, while enhancing the particular strengths of the partners	Regionally coordinated approach to transfer and progression pathways		To commence a mapping of existing practices	Work is ongoing in developing common FETAC entry routes to programmes in Business, Arts and Social Science degree programmes in TCD and UCD. Work is in progress in developing a common RPL policy across the cluster	To advance towards a framework of transfer and progression pathways	To be in a position to implement transfer and progression pathways at undergraduate level	

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
1.	To increase the proportion of entrants from non-traditional routes	17% in 2010/11	19%	In 2014/15 24.2% of new entrants admitted through the CAO met the key access criteria (692 students, excluding those admitted through Nursing Career Centre). Of these 36% were from socio-economically disadvantaged areas, 32% were mature students admitted through the mature student dispensation scheme and 32% registered with the Disability Service [Source: Senior Lecturer's Annual Report 2013/14]	24%	25%	

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
2. To ensure the student body entering HE reflects the diversity of Ireland's population	Implement the 3 components (Pathways to College, Leadership through Service and Mentoring) of the Trinity Access 21 project		11 Schools involved in 2014/15		Expand the programme to 20 Schools and support expansion of the model to 3 other HEIs	Scaling the model to a further 3 HEIs	

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
3. To ensure the student body completing HE reflects the diversity of Ireland's population	To increase participation and access through the provision of flexible, high-quality learning for credit and not-for-credit courses and modules	A limited number of courses offered blended learnings	2 postgraduate professional/continuing development courses (for credit) available online (80 students). 1 not for credit module run in partnership with Future Learn	1 postgraduate course for credit on offer with 37 students. One not-for-credit module developed and run – Irish Lives in War and Revolution: Exploring Ireland's History 1912-1923 - on the Future Learn platform with over 18,000 registered online learners. Much of 2014/15 was spent identifying the appropriate governance and resourcing which will support the online postgraduate course design process, develop the online courses and deliver them through a specifically trained cohort of online teachers. Now that the supports are in place course development will proceed quicker than was possible this year	To increase the number of postgraduate courses for credit offered online to 4 (130 students) To increase the number of not-for-credit modules developed and run to 3	To increase the number of postgraduate courses for credit offered online to 6 (250 students) Five not for credit modules run in partnership with Future Learn	

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
4. To contribute to the Implementation Transition Reform agenda	To have completed and assessed the Admissions Feasibility Study	Additional admissions criteria only in place for a limited number of courses	First cohort (25 admitted)	A total of 243 applicants were assessed on the basis of their Leaving Certificate results, Relative Performance Rank (performance relative to other CAO applicants in their school) and personal/contextual data. 22 students were admitted to three undergraduate courses in 2014/15. Of those offered places 38% came from fee-paying schools, 62% from non-fee paying and 19% from DIES/TAP linked schools	Second cohort 25 admitted. To assess the experience from two years of study, to decide on the appropriate weightings of the criteria	To extend the Feasibility Study to a third cohort. To develop a research project around the study	

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

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
1. To promote excellence in teaching and learning to underpin a high quality student experience	Enhanced quality assurance by regular external review of programmes	Currently conducted for all courses, as part of annual examiners' reports/School Reviews/professional accreditation	a. Agreed mechanism for undergraduate programme evaluations. b. Evaluation of the Science un-denominated undergraduate programme (1,300 students, 16 courses).	a. The Procedure for Programme Reviews has been developed and approved by the University Council. b. The external review of the Science undenominated undergraduate programme has been completed and a working party established to implement its recommendations	a. To complete the self-assessment phase for external review of BESS programme. b. To progress implementation of the recommendations from Science review.	To have the structures in place for implementation of the recommendations of the external reviews of the large common entry programmes, in the context of the Trinity Education Project	

[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.

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
2. To promote excellence in teaching and learning to underpin a high quality student experience	To embed opportunities for student evaluation at module and programme level	a. Annual evaluation of approximately one-third of undergraduate modules. b. Annual evaluation of taught postgraduate courses	a. To have mandatory evaluation of all undergraduate modules. b. To actively encourage and support participation in the ISSE for 1st and 4th year undergraduate students and all postgraduate taught students	a. 97% of undergraduate modules evaluated in 2013/14 b. In 2013/14 Trinity's participation rate in the ISSE was 16.5%, the highest in the university sector. This was achieved through a very active engagement plan developed by College Officers and student representatives working together	a. To continue mandatory evaluation of all undergraduate modules and mandatory student evaluation of taught postgraduate courses. b. To complete the pilot for postgraduate research students. c. To maintain the existing participation rate in the ISSE survey.	a. To continue evaluation by students and to implement policies and practices which address significant issues raised through responses. b. To maintain the existing participation rate in the ISSE survey	

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
3. To increase opportunities for developing innovation in the curriculum	Opportunities for undergraduate students to take modules in innovation and entrepreneurship as part of the Broad Curriculum (BC) offerings	Currently there is no provision in the undergraduate curriculum for all students to take electives in innovation and entrepreneurship	To have a bank of undergraduate modules in innovation and entrepreneurship available to students as part of the BC programme	70 students enrolled on the module Creative Thinking, Innovation and Enterpreneurial Action (2014/15). 29 enrolled on module Spirit of Entrepreneurship	To scope and develop an undergraduate certificate in innovation and entrepreneurship, complementing the existing successful programme for postgraduate students	To deliver an optional undergraduate certificate in innovation and entrepreneurship	

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
4. To promote excellence in teaching and learning to underpin a high quality student experience	To increase use of effective learning technologies	42% of modules with activity in the Virtual Learning Environment (VLE)	50% of modules with activity in the VLE	a. 42% (Dec 2014). b. 140 staff availing of Academic Professional Development in e-Learning in 2014	a. 55% of modules with activity in the VLE. b. A further 120 academic staff availing of professional development in e-learning	a. 60% of modules with activity in the VLE. b. A further 120 academic staff availing of professional development in e-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
5. To promote excellence in teaching and learning to underpin a high quality student experience	To increase the provision of professional development in academic practice in collaboration with the National Forum for the Enhancement of Learning and Teaching in Higher Education and Regional Cluster partners	10 academic staff taking part in M Ed in Higher Education in 2010/11	Have developed a programme of professional development for academic staff that is flexible, enables credit accumulation and promotes progression	A Special Purpose Certificate in Academic Practice, with modules in curriculum design, technology enhanced learning, leadership in higher education, and introduction to teaching in higher education, developed	a. 5 modules of the Certificate on offer. b. To develop and host, with UCD, a research supervisor development programme	a. Expand modules on offer to Certificate b. To evaluate the first joint programme and develop and facilitate revised programme based on evaluation. c. First award of Certificate to those who have completed assessment	

6. High quality, internationally competitive research and innovation – See Summary

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
1. To diversify research funding sources	% of non-Exchequer research income	30% non-Exchequer income in 2010/11	35% non-Exchequer income	The split of research income for the calendar year 2014 was 65:35 Exchequer:Non-Exchequer	37% non-Exchequer income	39% non-Exchequer income	
2. To increase research activity	Proportion of research-productive staff	70% in 2010/11	72%	75% [Source: TCD Research Support System]	76%	80%	
3. To maintain research impact relative to the world	Research impact (number of citations per paper) compared with the research impact of world's papers	1.65 in 2010/11	1.65	1.78 [Source: Thomson Reuters InCites Global Comparisons]	1.78	1.78	
4. To disseminate the results of TCD's research widely	% of TCD research papers available on Open Access	28% in 2010/11	40%	40% (Dec 2014) Source: TCD Research Support System, TARA and Thomson Reuters Web of Science	50%	60%	

7. **Enhanced engagement with enterprise and the community and embedded knowledge exchange. See Summary**

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
1. To increase engagement with industry	Number of contracts with industry	97 in 2010/11	120	97 for calendar year 2014	115	125	
2. To promote entrepreneurship in the university	Number of start-up companies enabled by Trinity	40 in 2010/11	48	76 for calendar year 2014	55	58	
3. To promote economic impact of research	Number of patent applications	31 in 2010/11	22	21 for calendar year 2014	22	26	

8. Enhanced internationalism. See Summary

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
1. To ensure that the university is globally competitive and internationally-oriented	To increase the number of inward non-EU students (both full-time and visiting) / all with wgt1	953 in 2010/11	1,456	1,657 (March 2015)	1,897	2,219	
2. To ensure that the university is internationally-oriented and provides students with opportunities to study abroad	To increase outward staff and student mobility opportunities	260 students participated in outward exchanges in 2010/11	286	381 students participated in outward exchanges in 2014/15. One of the objectives of the Trinity Education Project is to increase flexibility in the undergraduate curriculum so the next iteration of the Compact will articulate more ambitious targets	380	380	

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
3. To ensure the university's reputation in international research collaborations	To maintain the measure of international research collaborations by co-authorship of TCD research papers as indexed by Thomson Reuters Web of Sciences/InCites databases	53.5% in2010	53.5%	54.6% {Source: Thomson Reuters InCites Global Comparisons}	55%	55%	

9. **Institutional consolidation**

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