

Strategic Dialogue Cycle 4
HEI Self Evaluation Report



Dublin City University

2016 Progress Report

May 2017

Overview of DCU 2016 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 | |
| | | 21 st Century Digital Campus | | | International students taking DCU Connected programmes | |

1. Regional Clusters

| Regional Cluster- Objective 1 | |
|-------------------------------|--|
| Institution objective | 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. |
| Performance Indicator | 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. |
| Baseline | There is a complete absence of systematically compiled data and information at the regional cluster level |
| Interim Target, end 2014 | <ol style="list-style-type: none"> 1. Agree methodology for projections of regional demand 2. Complete scoping study data collation and analysis 3. Complete draft report on review of systems, protocols and procedures for joint academic programmes. |
| Progress against 2014 Target | <ol style="list-style-type: none"> 1. Methodology for projections of regional demand completed as part of the work of Enrolment Planning in MEND Cluster Working Group 2. Scoping studies completed by Enrolment Planning in MEND Cluster Working 3. Development of a comprehensive protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster 4. Completion of a report, <i>Student Data Exchange for Joint Academic Programmes</i>, 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 |
| Interim target, end 2015 | Targets for 2015 are incorporated into the MEND Cluster Project Plan, 2016 (see below) |
| Progress, 2015 | See below |
| Final Target, End 2016 | <p>This institution objective is reflected in the MEND Cluster Project Plan 2016 in Strand 3: Academic Planning.</p> <p>The target output of this activity will be an academic plan for the cluster for full time undergraduate courses of level 6, 7 and 8, showing:</p> <ol style="list-style-type: none"> a) Existing enrolment b) Planned intake c) Planned entry routes d) Projected demand e) Projected changes in disciplinary mix. <p>As supplementary outputs, the cluster will produce:</p> <ol style="list-style-type: none"> i) An analysis of postgraduate enrolment across the cluster. ii) An analysis of available information on future skills needs in the cluster catchment area. iii) A mapping of transfer and progression options within the cluster |
| Progress, 2016 | Enrolments and Academic Planning Report Completed in September 2016, including an analysis of postgraduate enrolment, and assessment of future demand across ISCED fields, and an identification of issues to be addressed a HEI and cluster level |

The MEND Enrolment and Academic Planning paper reported on work to develop a medium term academic plan for the cluster. It included a high level review of the profile of current enrolments with particular attention to annual intake, total enrolments, the overall scope of provision according to the NFQ levels of awards, ISCED fields, evidence regarding demand via CAO first preferences, and also the geographical sources of students enrolled in each institution. It further examined planned intake numbers for each MEND institution up to 2018, with an analysis by programmes organised by ISCED fields and assessed the implications of the national projections for full-time enrolments over the medium to longer term. Recent trends in postgraduate enrolments among the cluster institutions and more widely in the higher education system were reviewed as a prelude to setting out institutional plans for enrolment of taught and research postgraduates. The final part of the report presents the main conclusions from the analysis and identifies some key issues that need to be addressed by the partner institutions individually and collectively.

| Regional Cluster- Objective 2 | |
|-------------------------------|---|
| Institution objective | Develop a regional approach to access, transfer and progression across the region. |
| Performance Indicator | Develop a regional approach to access, transfer and progression across the region. |
| Baseline | There is a complete absence of systematically compiled data and information at the regional cluster level. |
| Interim Target, end 2014 | Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level. |
| Progress against 2014 Target | 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/ |
| Interim target, end 2015 | Targets for 2015 are incorporated into the MEND Cluster Project Plan, 2016 (see below) |
| Progress against 2015 target, | See below |
| Final Target, End 2016 | Target outputs resulting from these activities will be: <ul style="list-style-type: none"> a) A working paper on access, transfer and progression (ATP) which is intended to be the first in a series produced by the Network, its dissemination within the Network and beyond the Network by means of its presentation at a number of conferences b) A Network regional conference which will be held in November 2016 c) Collation and dissemination within the Network of regional data relating to formal and informal links between relevant bodies. d) CPD delivery across the four HE institutions targeted in specific areas, including but not necessarily restricted to STEM. |
| Progress against 2016 target | Development of a scoping paper by FET2HE Network examining, inter alia, <ul style="list-style-type: none"> • FE and HE provision in the region and pathways from FE to HE • Schemes such as the Higher Education Links Scheme (HELS) • Transitions from training to HE, and inconsistencies in entry mechanisms to FE and HE FET2HE Conference ‘Supporting Progression from FET to HE – Making it Happen’, was hosted at DCU by the FET2HE Network on 21st of October 2016 |

Regional Cluster - Objective 2: Additional Comments

In 2016, the FET2HE Network developed a scoping paper which, inter alia, examined FE and HE provision in the region and pathways from FE to HE, schemes such as the Higher Education Links Scheme (HELS), transitions from training to HE, and inconsistencies in entry mechanisms to FE and HE. This was followed by the FET2HE Conference ‘Supporting Progression from FET to HE – Making it Happen’, which was hosted at DCU in October 2016. Its primary purpose was to examine how best to support progression between FET and HE and identify the next steps required to increase progression. In turn, the feedback from the conference breakout sessions and the following panel discussions were summarised and disseminated to all conference participants in January 2017.

Participation, equal access and lifelong Learning

| Participation, equal access and lifelong Learning - Objective 1 | |
|---|--|
| Institution objective | Maintain our commitment to widening access to education through Ireland's most comprehensive Student Access Programme |
| Performance Indicator | % first year undergraduate entrants entering degree programmes through HEAR and DCU Access routes |
| Baseline | 6.8% in 2010/11 |
| Interim Target, end 2014 | 8% of DCU entering first year students |
| Progress against 2014 Target | 10.1% of DCU entering first year students entered degree programmes through HEAR and DCU Access routes |
| Interim target, end 2015 | Original Target: 9% of entering first year students Revised Stretch Target: 12% of entering first year students |
| Progress against 2015 target, commentary and data source | 12.6% |
| Final Target, End 2016 | Original Target: 10% of entering first year students Revised Stretch Target: 12% of entering first year students |
| Progress against 2016 target | 11.5% (See Appendix 1 for calculation) |

Participation, equal access and lifelong Learning - Objective 1: Additional Comments

DCU's has a long and successful tradition in its commitment to addressing under-representation among economically-disadvantaged students. Currently over 1200 undergraduate students at DCU are completing their studies, with the support of the DCU Access Service. The number of undergraduate students entering DCU annually through the national HEAR and DCU Access programmes has grown significantly since 2009/10, as outlined in Figure 1 below.

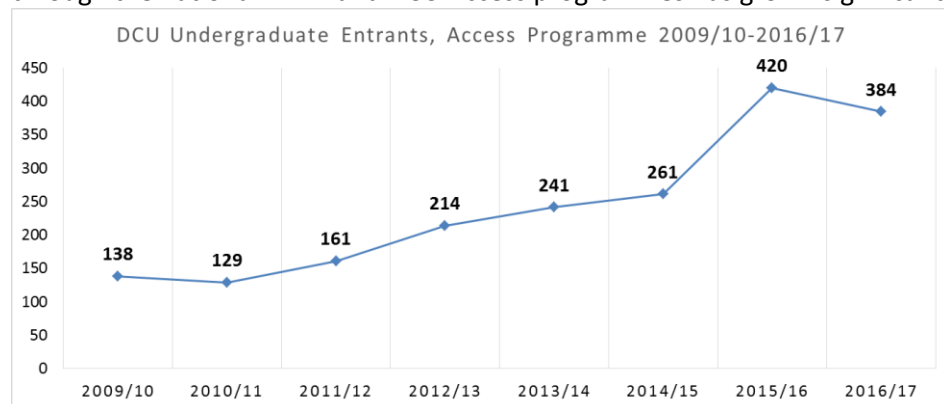


Figure 1: Entering Undergraduate Students, through DCU Access Service, 2009/10-2016/17

DCU's commitment to addressing the under-representation of students from economically disadvantaged backgrounds is notable within the university sector in two aspects of our approach. Firstly, in the scale of students entering DCU via Access programmes as the largest with the sector in terms of both offers and acceptances. Further, two-thirds of our Access students will join DCU at below-merit entry tariffs compared to a sectoral average of 29% for below-merit acceptances.

| Participation, equal access and lifelong Learning - Objective 2 | |
|--|--|
| Institution objective | Deepen our engagement with students of all ages ... through ... initiatives such as the Age-Friendly University |
| Performance Indicator | Development of a range of educational initiatives, both online and face-to-face, for older adults |
| Baseline | No current systematic mapping has taken place |
| Interim Target, end 2014 | <ol style="list-style-type: none"> 1. Completion of an Age-Friendly Strategy for DCU 2. Carry out baseline mapping of ageing research and associated taught modules across DCU and partner institutions |
| Progress against 2014 Target | <ol style="list-style-type: none"> 1. Age-Friendly Strategic Framework completed. 2. 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) |
| Interim target, end 2015 | <ol style="list-style-type: none"> 1. Identify and engage partner universities (national and international) seeking to adopt the ten principles of an Age-Friendly University 2. Development and launch of modules targeting older adults using appropriate pedagogies including flexible delivery and online provision |
| Progress against 2015 target, commentary and data source | <p>The following Higher Education Institutions have joined the network of Age-Friendly Universities initiative, led by DCU:</p> <ol style="list-style-type: none"> 1. Lassell College, MA (USA) 2. NUI, Galway (Ireland) 3. University of Manitoba (Canada) 4. Leeds Beckett University (UK) <p>21 modules are now available for older adults to register as part of the Age Friendly initiative at DCU. Information on available modules are provided in Appendix 2</p> |
| Final Target, End 2016 | 200 older adults registered for on-line or face-to-face DCU programmes |
| Progress against 2016 target | Currently 240 adults, aged 55 or over registered for programme leading to an award at DCU |

Participation, equal access and lifelong Learning - Objective 2: Additional Comments

During 2016 and 2017, DCU has continued its national and international leadership in the Age-Friendly Universities initiative. DCU has extended the global network of Age Friendly Universities in 2016 and 2017 to include, University of Pai Chai, South Korea, University of Massachusetts, Boston, Florida State University, Central Connecticut State University, and Trinity College, Dublin.

During 2016, DCU also extended its work with international partnerships and advocacy organisations in the area of healthy aging, including the European Innovation Partnership in Active and Healthy Ageing, AFE-Innovent, which supports the scaling-up of innovation solutions for age-friendly environments to support active and healthy aging.

Excellent teaching and learning and quality of the student experience

| Excellent teaching and learning and quality of the student experience - Objective 1 | |
|---|--|
| Institution objective | 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 |
| Performance Indicator | Reports of APR and PPR processes |
| Baseline | All programmes undertaking APR; 8% of programmes have completed PPR |
| Interim Target, end 2014 | All programmes undertaking APR; 20% of programmes will have completed PPR |
| Progress against 2014 Target | Interim target complete. a) All taught programmes at DCU currently undergoing annual programme review b) By December 2014, 31 of DCU's 154 programme streams (20%) had conducted periodic programme review (PPR). |
| Interim target, end 2015 | All programmes undertaking APR; 50% of programmes will have completed PPR |
| Progress against 2015 target, commentary and data source | All Programmes undertaking APR; 67% of programmes will have completed PPR Details of all programmes having undergone PPR since 2013 are details in Appendix 3 |
| Final Target, End 2016 | All programmes undertaking APR; 80% of programmes will have completed PPR |
| Progress against 2016 target | All Programmes Undertaking APR; 80% of programmes have completed PPR between 2013/14 and December 2016* *Note- Percentage of programmes does not include new DCU programmes as a result of the Incorporation Programme. APR and PPR for new Post-Incorporation programmes will commence in 2016/17 |

The Annual Programme Review (APR) process for all taught programmes is 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 28th September 2016. In 2015/16, the Associate Deans for Teaching and Learning undertook a review of the effectiveness of the Annual Programme Review process, and developed a revised reporting template for Annual Programme Review.

| Excellent teaching and learning and quality of the student experience - Objective 2 | |
|---|--|
| Institution objective | 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 |
| Performance Indicator | Proportion of staff undertaking academic professional development (measured by accredited programmes and training through on-going workshops and clinics) |
| Baseline | 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 |
| Interim Target, end 2014 | 20% over baseline |
| Progress against 2014 Target | 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 |
| Interim target, end 2015 | 30% over baseline |
| Progress against 2015 target, commentary and data source | 67% over baseline |
| Final Target, End 2016 | 50% over baseline |
| Progress against 2016 target | 63% increase over baseline in the number of academic staff who have completed credit accruing programmes in pedagogy 75% increase over baseline in the number of DCU ‘training days’ specifically targeting professional development for academic staff |

Excellent teaching and learning and quality of the student experience - Objective 2: Additional Comments

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. In 2016, 34 academic staff at DCU completed accredited modules in pedagogy, specifically ‘Postgraduate Tutoring Principles and Practice’, ‘Teaching Online’, and ‘Assessment & Feedback in Online Environment’. In total, 300 staff have completed these modules since 2011.

The DCU Training and Development and the Teaching Enhancement Unit continue to deliver a broad range of unaccredited professional development programmes to academic staff, totalling an equivalent of 423 training ‘days’ in 2016. A summary of workshops and development sessions delivered by DCU Training and Development Area is included in Appendix 4 of this report.

| Excellent teaching and learning and quality of the student experience - Objective 3 | |
|---|---|
| Institution objective | 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 |
| Performance Indicator | Student engagement with developing graduate attributes facilitated through e-portfolios among 1 st year undergraduate students |
| Baseline | No systematic use of e-portfolios in 2012/13 |
| Interim Target, end 2014 | 25% of first year entrants using e-portfolios |
| Progress against 2014 Target | DCU ePortfolios developed provided to all DCU students in December 2014. Implementation of plan to embed ePortfolios in DCU curricula and professional development initiatives |
| Interim target, end 2015 | Original Target: 50% of first year entrants using e-portfolios Revised Target: Pilot the Embedding and measurement of DCU Graduate Attributes within an Assurance of Learning Framework |
| Progress against 2015 target, commentary and data source | Successful roll-out of project to embed DCU Graduate Attributes within the learning outcomes of DCU Business School modules across all taught programmes. Measurement of attainment and management reporting of attainment of learning goals monitored and managed within an Assurance of Learning Framework. |
| Final Target, End 2016 | Roll-out of AOL aligned to DCU Graduate Attributes to another DCU Faculty |
| Progress against 2016 target | Over 5,000 Student accounts on 'Reflect' Learning portfolio 17 implementation projects currently underway across four faculties |

Excellent teaching and learning and quality of the student experience - Objective 3: Additional Comments

In September 2016, DCU launched a replacement e-portfolio platform due to the discontinuation of technical support for our previous system. In other words, the need to replace the previous platform was beyond DCU's control. Since the launch of the new platform, known internally as Loop Reflect, using Mahara, DCU now has over 5000 student accounts. Usage data indicates that our new e-portfolio system is being regularly accessed by students, as evidenced by 922 portfolios being active in the week of April 17th 2017.

In terms of university-wide e-portfolio activity, there are 17 separate implementation projects underway across DCU involving five faculties.

In addition, DCU is part of an externally funded UK project (€20K) to develop more sophisticated analytics and reporting functionality within the Mahara platform. This new functionality will become part of the core Mahara code.

| Excellent teaching and learning and quality of the student experience - Objective 4 | |
|---|--|
| Institution objective | 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 |
| Performance Indicator | Strategic Milestone delivered, % staff development in digital learning pedagogy, % of programmes with an online or blended element |
| Baseline | <ul style="list-style-type: none"> ~100 staff have completed development programme in digital learning pedagogy 8% of programmes with an online or blended element |
| Interim Target, end 2014 | <ul style="list-style-type: none"> 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 |
| Progress against 2014 Target | <ul style="list-style-type: none"> Rebranding of Oscail complete. <i>DCU Connected</i> 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 |
| Interim target, end 2015 | 30% over baseline |
| Progress against 2015 target | Activity Levels on growth achieved in relation to overall activity on the DCU VLE; further strong growth measured in activity on rich and interactive learning supports on the VLE, including quizzes, interactive lessons, and completion of assignments using the VLE. |
| Final Target, End 2016 | 50% over baseline |
| Progress against 2016 target | <ul style="list-style-type: none"> Since the establishment of the NIDL in November 2013 to the end of 2016, over 340 research outputs has been produced by DCU staff with a focus on digital learning. Target Achieved- continued significant growth in in rich and interactive learning supports on VLE |

Excellent teaching and learning and quality of the student experience - Objective 4: Additional Comments

As a result of capacity building and professional development in digital pedagogy, DCU's application of digital learning techniques and supports to support student learning continues to grow. In 2016/17, the vast majority of undergraduate modules, thus almost all undergraduate and most postgraduate programmes, involve a blended learning element. Blended learning is essentially the 'new normal' at DCU. Evidence of Growth in relation to student engagement with our VLE, DCU Loop includes:

- In 2016, 7% increase on 2015 in VLE sessions (total of 3,510,831)
- In 2016, 45% increase in number of glossary and also choice activities within the VLE (this figure builds on a 27% increase in these activities in 2015)
- In 2016, 61% increase in assignments that are managed through the VLE (this figure builds on a 37% increase in 2015)
- In 2016, 46% increase in number of quizzes available in the VLE (this figure builds on a 96% increase in number in 2015)
- in 2016, 56% increase in number "lessons" created in the VLE (this figure builds on 202% increase in 2015)
- In 2016, 3699 hours of live virtual classrooms hosted in Adobe Connect.

High quality, internationally competitive research and innovation

| High quality, internationally competitive research and innovation- Objective 1 | |
|--|---|
| Institution objective | Align our research agenda priorities with societal and technological challenges, as articulated in National Research Priorities, Horizon 2020 and UN Millennium Development Goals. |
| Performance Indicator | Funding applications submitted via the four Research and Enterprise Hubs (aligned with Research Priorities) |
| Baseline | Zero in 2013 |
| Interim Target, end 2014 | Matrix structure with Hubs and Platforms fully operational |
| Progress against 2014 Target | DCU Research and Enterprise hubs fully operational at end December 2014. |
| Interim target, end 2015 | At least one major (>€1m) research application from each of the four Hubs |
| Progress against 2015 target, commentary and data source | Target Achieved. Examples of 4 >€1m research applications (one from each of the Research Hubs) in 2015 are contained in the commentary below. |
| Final Target, End 2016 | At least three major (>€1m) research applications from each of the four Hubs |
| Progress against 2016 target | Target Achieved- examples of 3 >€1m research applications from each of the Hubs provided in the appendices |

High quality, internationally competitive research and innovation- Objective 1: Additional Comments

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.

In 2016, The DCU Research and Enterprise Hubs supported a total of 22 research applications, each with a value of over €1million across the four Hubs. These included 7 applications under EU Horizon2020 initiatives, and 11 through SFI funded streams.

| High quality, internationally competitive research and innovation- Objective 2 | |
|--|--|
| Institution objective | Deliver on ambitious goals for all academic units in order to reinforce our reputation as a research-intensive university. |
| Performance Indicator | % 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 |
| Baseline | 50% of staff research-active in 2012 41% of outputs in top quartile in 2012 |
| Interim Target, end 2014 | 55% of staff research-active 50% of outputs in top quartile |
| Progress against 2014 Target | 62% research-active 45.4% research outputs in top quartile outlets |
| Interim target, end 2015 | 60% of staff research-active 55% of outputs in top quartile |
| Progress against 2015 target | 65% staff research-active 56% of outputs in top quartile |
| Final Target, End 2016 | 65% of staff research-active 60% of outputs in top quartile |
| Progress against 2016 target | 62% of staff research active 56% of outputs in the top quartile |

High quality, internationally competitive research and innovation- Objective 2: Additional Comments

Since 2016, DCU has changed its source of information on top-quartile research outputs, and is now using the SciVal tool associated with the Scopus database. While we are mindful that this does not provide a complete picture of our overall research outputs, it provides a useful basis for national and international benchmarking of research output. DCU therefore note that the performance reported in 2016 is not comparable with that of previous years. Furthermore, the target established in 2013 related to targets established using a different external data source (Scimago).

DCU has also made an effort to calculate the % of research active staff based on pre-Incorporation structures, and where possible, is reflective of a pre-Incorporation DCU. DCU recognises that the Incorporation process has significantly changed the research profile and subject disciplinary mix of the university and in this context has developed plans to continue to support staff across the university with respect to research activity and the quality of research outputs.

| High quality, internationally competitive research and innovation- Objective 3 | |
|--|---|
| Institution objective | Enrich the educational offerings for our postgraduate research students by expanding the provision of Structured PhD... programmes |
| Performance Indicator | % of PhD students undertaking taught modules during their PhD programme |
| Baseline | Baseline will based on % of 2013 graduates who have completed modules as part of their PhD programme |
| Interim Target, end 2014 | Baseline + 5% increase |
| Progress against 2014 Target | 25% annual increase in the number of PhD graduates who have completed at least 30 taught credits as part of their PhD programme. |
| Interim target, end 2015 | Baseline + 10% increase |
| Progress against 2015 target | 14% increase over baseline in the absolute number of PhD graduates having completed 20 taught credits of more as part of their PhD programme. Moreover, an increase in the % of PhD graduates having completed 20 credit threshold for structured PhDs to 50% Table in Appendix 5 shows summary information |
| Final Target, End 2016 | Baseline + 20% increase |
| Progress against 2016 target | 43% increase over baseline in the absolute number of PhD graduates having completed at least 20 taught credits as part of their PhD programme. This represented 68% of all PhD graduates in 2016. |

High quality, internationally competitive research and innovation- Objective 3: Additional Comments

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.

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

| Enhanced engagement with enterprise and the community and embedded knowledge exchange- Objective 1 | |
|--|---|
| Institution objective | Develop our new Innovation Campus which will drive a step change in innovation, knowledge exchange, engagement with enterprise, and regional economic impact. |
| Performance Indicator | Number of companies located on the Innovation Campus; number of employees on the Innovation Campus |
| Baseline | One company in 2013; 50 staff |
| Interim Target, end 2014 | 4 companies; 75 staff |
| Progress against 2014 Target | 20 Companies; 210 employees |
| Interim target, end 2015 | Original Target: 20 companies, 210 staff; Revised Stretch Target: 30 companies, 300 staff |
| Progress against 2015 target, commentary and data source | 31 Companies, 315 staff |
| Final Target, End 2016 | Revised Stretch Target: 35 companies; 350 staff + 2 active research collaborations between Alpha and DCU academics |
| Progress against 2016 target | 45 companies and 450 staff by December 2016 Currently 11 DCU Alpha companies working with DCU on enterprise engagement and research projects |

Enhanced engagement with enterprise and the community and embedded knowledge exchange: Objective 1: Additional Comments

The DCU Alpha has continued to grow the number of companies and associated employees at the innovation campus. In 2016, DCU Alpha also continued to play a leading role in hosting and supporting *Hackathon* events, bringing together multi-disciplinary, multi-sector teams to work on innovative solutions to real-world problems. 2016 Hackathon events supported by DCU Alpha include, the first Massachusetts Institute of Technology (MIT) Hacking Medicine Event, and the Big Energy Hack in partnership with ESB and Dogpatch Labs.

Several DCU Alpha companies are also continuing to work with DCU on enterprise engagement and research projects. These include, Shimmer, Firmwave, Enbio, Siemens, Fire1, M2C Smartcharge, NuWave, Ambisense, Touchtech, Robotify, and Exergyn.

| Enhanced engagement with enterprise and the community and embedded knowledge exchange- Objective 2 | |
|--|--|
| Institution objective | 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. |
| Performance Indicator | Aggregate measure of knowledge transfer activities |
| Baseline | Leading Irish university for executed licences for last 4 years |
| Interim Target, end 2014 | Establish robust aggregate measure for knowledge transfer activities; Roll-out of enterprise consultancy scheme |
| Progress against 2014 Target | Composite metric of Innovation Output developed. Enterprise Consultancy Scheme Delivered |
| Interim target, end 2015 | 50% increase from 2012 baseline (using aggregate measure) |
| Progress against 2015 target, commentary and data source | 49.4% increase in activity from 2012 baseline based on aggregate measure |
| Final Target, End 2016 | 75% increase from 2012 baseline (using aggregate measure) |
| Progress against 2016 target | 75.9% increase from 2012 baseline achieved (using aggregate measure) |

Enhanced engagement with enterprise and the community and embedded knowledge exchange- Objective 2: Additional Comments

Considerable 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.

Figure 2 summarises the DCU innovation index performance 2012-2016.

| Engagement Indicators | Strategic Weighting | 2012 | 2013 | 2014 | 2015 | 2016 | Weighted 2012 | Weighted 2013 | Weighted 2014 | Weighted 2015 | Weighted 2016 |
|---|---------------------|-----------|------------|------------|------------|------------|---------------|---------------|---------------|---------------|---------------|
| Spin-Outs | 10 | 1 | 7 | 3 | 4 | 1 | 10 | 70 | 30 | 40 | 10 |
| Licence, Option, Assignment | 9 | 18 | 24 | 25 | 25 | 31 | 162 | 216 | 225 | 225 | 279 |
| Patent Filings | 6 | 7 | 11 | 13 | 15 | 14 | 42 | 66 | 78 | 90 | 84 |
| Invention Disclosure Forms | 2 | 21 | 37 | 33 | 35 | 34 | 42 | 74 | 66 | 70 | 68 |
| Non Disclosure Agreement | 2 | | | | | | | | | | |
| Contract Research >€50K | 8 | | | | | | | | | | |
| Co-Sponsored Research (total value >€50k) | 8 | 9 | 12 | 23 | 14 | 26 | 72 | 96 | 184 | 112 | 208 |
| Facility Access Agreements >€50K | 8 | | | | | | | | | | |
| Contract Research <€50K | 6 | | | | | | | | | | |
| Facility Access Agreements <€50K | 6 | | | | | | | | | | |
| Industry Sponsored PhDs/P.Docs | 5 | | | | | | | | | | |
| Co-Sponsored Research (total value <€50k >€10K) | 5 | 19 | 19 | 15 | 19 | 19 | 95 | 95 | 75 | 95 | 95 |
| Consultancy Agreement | 4 | | | | | | | | | | |
| Total | | 75 | 110 | 112 | 112 | 125 | 423 | 617 | 658 | 632 | 744 |
| Performance, Indexed to 2012 Baseline | | | | | | | 100.0 | 145.9 | 155.6 | 149.4 | 175.9 |

Figure 2: DCU Performance in Aggregate Innovation Measure, 2012-2016

| Knowledge Transfer | Co-publications with industrial partners | Patents awarded absolute | Patents awarded normalised | Industry co-patents | Spin-offs | Publications cited in patents |
|---------------------------|--|--------------------------|----------------------------|---------------------|-----------|-------------------------------|
| Dublin City University | 3.8% | 37 | 3.2 | 5.4% | 8.12 | 1.9% |
| University College Dublin | 4.1% | 34 | 1.59 | 20.6% | | 1.3% |
| Trinity College Dubin | 5.2% | 37 | 2.67 | 8.1% | | 1.5% |
| University of Limrick | 4.2% | 24 | 2.12 | 25.0% | 4 | 1.1% |
| Maynooth University | 5.1% | 10 | 1.07 | 20.0% | 2.83 | 0.8% |
| Unversity College Cork | 5.2% | 44 | 2.19 | 6.8% | 3.79 | 1.5% |
| NUI, Galway | 4.3% | 35 | 2.31 | 20.0% | 1.93 | 1.1% |

Figure 3: Benchmark of innovation performance relative to other Irish Universities, uMultirank, 2016

DCU continues to perform strongly in relation to knowledge transfer, spin-off support and industry collaboration relative to peer institutions both nationally and internationally.

In the most recent 2016 uMultirank profile of Irish universities knowledge transfer activity, reports DCU to have the highest size normalised rate of patent creation, and spin-off creation among Irish universities.

| Enhanced engagement with enterprise and the community and embedded knowledge exchange- Objective 3 | |
|--|---|
| Institution objective | Develop DCU Community Knowledge Exchange to be the leading Irish example of direct link between HEI research and community-based, active engagement |
| Performance Indicator | Number of community-based research projects; social valuation metrics of public value |
| Baseline | 2 community-based research projects completed since launch December 2012; 2 DCU Schools participating, two community partners |
| Interim Target, end 2014 | 4 projects completed; ~ 4 DCU Schools participating, 4 community partners |
| Progress against 2014 Target | 6 research projects; 2 Schools participating; 6 community partners |
| Interim target, end 2015 | 7 projects completed; ~7 DCU Schools participating, 7 community partners |
| Progress against 2015 target, commentary and data source | 7 projects completed, 5 School participating, 7 Community partners |
| Final Target, End 2016 | 12 projects completed; ~12 DCU Schools or research centres participating, including Innovation Campus; 12 community partners |
| Progress against 2016 target | 20 projects completed; >10 DCU Schools or research centres supervising, including Innovation Campus; 20 community partners; development and implementation of social valuation metrics tied to DCU Strategic Plan for social enterprise |

Enhanced engagement with enterprise and the community and embedded knowledge exchange: Objective 3: Additional Comments

4. Enhanced internationalisation

| Enhanced internationalisation - Objective 1 | |
|--|--|
| Institution objective | Building on high levels of EU student enrolment, we aim to double the number of non-EU students over the next five years. |
| Performance Indicator | Total number of full time non EU domiciled students registered at DCU |
| Baseline | ~500 students in 2011/12 |
| Interim Target, end 2014 | 600 |
| Progress against 2014 Target | 661 Non-EU domiciled Students registered on 1 st November, 2014. |
| Interim target, end 2015 | 700 |
| Progress against 2015 target, commentary and data source | 785 non-EU domiciled students registered on 1 st November, 2015 |
| Final Target, End 2016 | 800 |
| Progress against 2015 target | 1,016 non-EU domicile students registered on 1st November, 2016 |

Enhanced internationalisation - Objective 1: Additional Comments

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 2016, there were over 1,000 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 almost 400 students at PNU, study on programmes designed, delivered and accredited by DCU.

| Enhanced internationalisation - Objective 2 | |
|--|---|
| Institution objective | 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 |
| Performance Indicator | Active Partnership = [MOU; ≥1 Collaborative Research Project; Mutual Access to online modules; active student & staff exchange; student online collaboration programme] |
| Baseline | Zero active partnerships in 2012 (as defined above) |
| Interim Target, end 2014 | 1 active partnership |
| Progress against 2014 Target | DCU has established a multi-faceted Transatlantic partnership with Arizona State University |
| Interim target, end 2015 | 2 active partnerships |
| Progress against 2015 target, commentary and data source | 1 active partnership |
| Final Target, End 2016 | 2 active partnerships |
| Progress against 2016 target | 1 active partnership- with almost all element of 2nd partnership in place |

Enhanced internationalisation - Objective 2: Additional Comments

As noted in our 2014 Compact Report, as a result of organisational priority to the successful completion of the DCU Incorporation Programme, we had previously submitted a revision to our target for this objective, targeting the establishment of 2 active partnerships by end of 2016. During 2016, DCU has extended its relationship with Princess Nora bint Abdul Rahman University (PNU). From 2017/18, DCU will deliver and accredit 2 undergraduate and 4 postgraduate taught programmes, in addition to arrangements and supports for PhD supervision.

However, we note the continued development of our relationship with Arizona State University (ASU) on a range of projects, and more recently, the roll-out of research partnership with Ulster University (UU), enabled by the Strategic Cross Border University Partnership, announced in July 2014. This includes the Horizon 2020 Midas Project in collaboration with UU and ASU, and the INCORE collaboration between the Psychology Research Institute at UU and the Institute for International Conflict Resolution and Reconstruction at DCU.

| Enhanced internationalisation - Objective 3 | |
|--|---|
| Institution objective | Increase the global mobility of our student body, reflected in improved international study and work-based placement opportunities for our domestic students |
| Performance Indicator | Increasing the number Irish undergraduate DCU students participating in Study abroad or international work placements as part of their programme |
| Baseline | ~700 undergraduate students currently participating in international study abroad or international work placements as part of their programme |
| Interim Target, end 2014 | Initiate active promotion of outward study abroad opportunities. |
| Progress against 2014 Target | A number of promotional and structural changes to undergraduate programmes have been initiated to increase participation in outward study abroad opportunities. |
| Interim target, end 2015 | 10% increase (from baseline) |
| Progress against 2015 target, commentary and data source | 17.4% growth in registrations on programmes which include an element of international study abroad. |
| Final Target, End 2016 | 15% increase (from baseline) |
| Progress against 2016 target | 34% increase in registrations on programmes which include an element of international study abroad |

Enhanced internationalisation - Objective 3: Additional Comments

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 as part of their programme. Some of the initiatives currently in place in in 2016:

- The first new intake into BSc 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.
- Extension of the BSc Global Business (USA) to partnership with University of San Diego, increasing by 50% the places currently available on this entry route.
- The establishment of international streams in Joint Honours in Humanities programmes

On 1st November 2016, 1023 students across 35 programme streams at DCU were registered on programmes that contain a study abroad experience as part of the programme.

| Enhanced internationalisation - Objective 4 | |
|--|--|
| Institution objective | Establish a significant cohort of (off-campus) international students taking DCU programmes online |
| Performance Indicator | Number of international students taking DCU online programmes from a location outside Ireland |
| Baseline | <50 in 2012 |
| Interim Target, end 2014 | 60 registered students |
| Progress against 2014 Target | 137 DCU Students of international domicile registered on DCU programmes prior to the end of 2014. |
| Interim target, end 2015 | 100 registered students |
| Progress against 2015 target, commentary and data source | 41 DCU students of international domicile registered on DCU programmes to the end of 2015 |
| Final Target, End 2016 | 200 registered students |
| Progress against 2015 target | 53 registered students |

Enhanced internationalisation - Objective 4: Additional Comments

Although DCU has seen an annual increase in the total number of internationally domiciled students studying on our distance education programmes in 2016, the total number of registered students remains below the target of 200. The university remains of the view that there continues to be opportunities for DCU to develop its profile internationally through the provision of distance education.

With respect to our international reputation as a significant provider of distance education, and thought leadership in the development of online pedagogy, it should be noted that since the establishment of the National Institute of Digital Learning (NIDL) in November 2013, by the end of 2016, over 340 research outputs has been produced by DCU staff with a focus on digital learning. This activity, which produced 150 scholarly outputs in 2016 alone, is evidence of the development of a strong research-teaching nexus in DCU's implementation of new digital technologies for teaching and learning purposes.

The NIDL continues to welcome international experts and play a lead role with international consortia on academic dialogue on digital learning. In 2016, DCU welcome six international visiting professor to give presentation on digital learning at DCU. DCU also hosted a full-day masterclass on learning analytics supported with external

funding (€5K) from the European Consortium of Innovative Universities, and further half-day learning design workshop hosted by Professor Grainne Conole with funding from the EU SCORE2020 project.

5. Institutional consolidation

| Institutional consolidation - Objective 1 | |
|--|---|
| Institution objective | 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 |
| Performance Indicator | 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 |
| Baseline | 2013 - St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education operating as independent, autonomous organisations. |
| Interim Target, end 2014 | The institutions will offer new DCU degree programmes with students registering with DCU. |
| Progress against 2014 Target | Completed. New DCU programmes offered in 2014 for entry in September 2015 |
| Interim target, end 2015 | New students of all institutions will register with DCU |
| Progress against 2015 target, commentary and data source | Completed. New Students of DCU, SPD, MDI are all registered with DCU |
| Final Target, End 2016 | 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 |
| Progress against 2016 target | Completed. |

Institutional consolidation - Objective 1: Additional Comments

On 30th September, 2016 all legal documents underpinning the Incorporation programme were finalised today and signed by all stakeholders, on foot of approval by the respective governance bodies. The Incorporation programme has created the first faculty of education in an Irish university, the DCU Institute of Education, which will prepare teachers and educators for every level of education from early childhood through primary and second level onto higher and further education. Since September 2016, DCU now delivered education across three campuses - the Glasnevin, the St Patrick's and the All Hallows campuses - greatly expanding its geographical footprint in the north Dublin city area. The Incorporation programme has also resulted in significant growth in the Faculty of Humanities and Social Sciences, combining the traditional, contemporary and digital humanities to offer a wider suite of programmes at undergraduate and postgraduate level.

| Institutional consolidation - Objective 2 | |
|---|--|
| Institution objective | Develop a multi-faceted Alliance with DkIT |
| Performance Indicator | Specific, deep collaborative initiatives developed |
| Baseline | MOU signed; collaborations in entrepreneurship and innovation |
| Interim Target, end 2014 | <ul style="list-style-type: none"> Establish a model for a DCU-DkIT Graduate School; Identify options for joint Master's Degree Programmes |
| Progress against 2014 Target | <ul style="list-style-type: none"> 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 |
| Interim target, end 2015 | Implement model for a DCU-DkIT Graduate School; Establish common student entrepreneurship platform |
| Progress against 2015 target, commentary and data source | Implemented year 2 of the linked provider relationship and are likely to have the first DkIT graduates with DCU awards. Researched a model of deeper integration of experience for research students and drafted an agreement to underpin this. |
| Final Target, End 2016 | Offer 2 new (joint) Master's Programmes |
| Progress against 2016 target | DCU and DkIT continue to work together on the development of the DCU-DkIT Graduate School, including the future development of research and taught postgraduate programmes. |

Institutional consolidation - Objective 2: Additional Comments

The DCU-DkIT Graduate School remains active in 2016, with a number of postgraduate research students co-supervised by both DCU and DkIT academic staff. DCU is hopeful for the further development of the DCU-DkIT Graduate School to include the shared ownership of postgraduate taught programmes in the future. In 2016, progress has been slower than anticipated, primarily a result of considerable institutional change in the respective institutions. With the conclusion of the Incorporation Process in October 2016, and the completion of a change in leadership at Dundalk IT over the same period, DCU look forward to continuing the development of this partnership in the future.

Appendix Information

| 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 1 st November, 2016, and aligned with Provisional HEA Student Return. Total Entering Access Students = 384 Total 1 st year undergraduate students (excluding repeat students)= 3343 384/3343= 11.5% |
| 2 | Participation, equal access and lifelong Learning | Age Friendly Modules at DCU. | Age Friend University Network Institutions <ul style="list-style-type: none"> • Dublin City University • Strathclyde University • Arizona State University • Lassell College, MA (USA) • University of Manitoba • Athlone Institute of Techonology • National College of Ireland • University of Pai Chai - South Korea • Daejon Senior Support Centre - South Korea • University of Mass Boston • Florida State University • Trinity College, Dublin • Central Connecticut State University |
| 3 | Excellent teaching and learning and quality of the student experience | Programmes which have completed Periodic Programme Review by December 2015 | Data Source: University Standards Committee, Education Committee Minutes. Programmes which have completed Periodic Programme Review in 2013/14, 2014/15 and to December 2015/16 and until December 2016 |

| | | | | | |
|--|--|--|--|--|--|
| | | | <p>MSc in Humanitarian Log & Emergency Mgt</p> <p>BA in Accounting & Finance</p> <p>BSc in Aviation Management</p> <p>Bachelor of Business Studies</p> <p>Graduate Cert.in Corporate Treasury</p> <p>Graduate Cert in Digital Marketing</p> <p>BA in Global Business Programme Streams</p> <p>Graduate Certificate in Management</p> <p>Grad Cert. in Sustainable Energy Finance</p> <p>Bachelor Business Studies International</p> <p>Masters in Business Administration - GrpA</p> <p>MSc in Accounting</p> <p>MSc in Electronic Commerce (Business)</p> <p>MSc in Finance</p> <p>M.Sc. in Human Resource Strategies</p> <p>MSc in Human Resource Management</p> <p>MSc International Management</p> <p>BSc Marketing, Innovation & Technology</p> <p>MSc in Investment, Treasury & Banking</p> <p>MSc in Marketing</p> <p>MSc Org Change & Leadership Development</p> <p>MSc in Work & Organisational Psychology</p> <p>MSc in Management</p> <p>MSc in Sustainable Energy Finance</p> <p>MSc in Emergency Management</p> <p>MBS in Safety & Health at Work</p> <p>MSc in Work & Organisational Behaviour</p> <p>MSc in Strategic Procurement</p> <p>Professional Diploma in Accounting</p> <p>Postgraduate Diploma in Taxation</p> <p>BSc in Computer Applications</p> <p>BSc in Enterprise Computing</p> <p>MEng in Healthcare Technologies</p> <p>B.Eng. in Common Entry into Engineering</p> <p>B.Eng. in Digital Media Engineering</p> <p>BEng in Electronic Engineering</p> <p>BEng Info and Communications Engineering</p> <p>MEng in Electronic Systems</p> | <p>MEng in Telecommunications Engineering</p> <p>B.Eng. in Biomedical Engineering</p> <p>B.Eng. Mechanical & Manufacturing Eng</p> <p>B.Eng. in Mechatronic Engineering</p> <p>BA in Communication Studies</p> <p>BA in Journalism</p> <p>MA in Journalism</p> <p>MA in Political Communication</p> <p>BSc in Multimedia</p> <p>MSc Multimedia</p> <p>M.Sc. in Science Communication</p> <p>MA in Social Media Studies</p> <p>MA in Film and Television Studies</p> <p>BCL (Law and Society)</p> <p>BA in International Relations</p> <p>MA in Development</p> <p>MA in International Relations</p> <p>MA in International Security & Conflict</p> <p>BA in Applied Language and Intercultural</p> <p>BA in Contemporary Culture and Society</p> <p>MA in Comparative Literature</p> <p>MA in Intercultural Studies</p> <p>Master of Arts in Translation Studies</p> <p>MSc in Translation Technology</p> <p>BA in Humanities</p> <p>BA in English & History</p> <p>BA in Humanities (Psychology Major)</p> <p>BSc in Management of Info Tech/Info Syst</p> <p>BSc (Hons) in Information Technology</p> <p>MSc in Information Systems Strategy</p> <p>MSc in Management of Operations</p> <p>MSc. in Operations Management</p> <p>MSc Management for Sustainable Developme</p> <p>MSc in Mngt Enterprise Systems</p> <p>BSc in Biotechnology</p> <p>BSc in Genetics & Cell Biology</p> <p>BSc. in Horticulture</p> <p>Master of Science in Bioprocess Engineer</p> <p>BSc Sport Science and Health</p> <p>BSc Actuarial Mathematics</p> <p>Common Entry into Mathematical Sciences</p> | <p>B.Sc. Financial Mathematics</p> <p>BSc in Financial & Actuarial Mathematics</p> <p>Grad Certificate Actuarial Applications</p> <p>MSc in Financial Mathematics</p> <p>Bachelor of Science in Health & Society</p> <p>BSc in Children's & General Nursing</p> <p>BSc in Nursing (General)</p> <p>BSc in Nursing (Intellectual Disability)</p> <p>BSc in Nursing (Psychiatric)</p> <p>Bachelor of Nursing Studies (Hons)</p> <p>BSc (Honours) in Psychology</p> <p>Diploma in Health Studies</p> <p>Grad Dip in General Nursing Practice</p> <p>Grad Dip in Mental Health Nurs. Prac.</p> <p>Grad Dip in Mental Health Care Prac.</p> <p>MA in Sexuality Studies</p> <p>MSc Child & Adolescent Nursing Practice</p> <p>Masters in Psychotherapy</p> <p>MSc in Counselling & Psychotherapy</p> <p>MSc in General Nursing Practice</p> <p>MSc Intell. Dis. Health Care Practice</p> <p>MSc in Int. Dis. Nurs. Practice</p> <p>Masters in Mental Health Nursing Practic</p> <p>MSc in Mental Health Care Practice</p> <p>Higher Diploma in Children's Nursing</p> <p>BSc in Applied Physics</p> <p>BSc Common Entry into Science</p> <p>MSc in Plasma and Vacuum Technology</p> <p>BSc Physics with Biomedical Sciences</p> <p>BSc in Physics with Astronomy</p> |
|--|--|--|--|--|--|

| | | | | |
|---|---|--|---|--|
| 4 | Excellent teaching and learning and quality of the student experience | Information on training provided by DCU Training and Development Unit. | <p>Academic Speed Reading Budget Preparation for Research Proposals Building Resilience CASTeL Strategy Session Chairing Programme Board CICE Logistics Session Classroom Technologies Collective Agreement Information Session Communications Training for Researchers and Academics Confident Workplace Communications Creating Long and Complex Documents Using MS Word CV Clinic for Researchers and Academics Data Protection Essentials Design and Delivery of a Training Event Developing and Managing Your Research Career Developing your Professional Portfolio in Teaching and Learning Examining Research Awards Financial Management for National and European Projects Financial Protection for You and Your Family Getting the Best out of DCU Apps Drive Giving Voice Grant Writing Workshop for Researchers and Academics Intellectual Property Interview Training Introduction to Project Management Logistics Information Session Managing a Research Team: The Four M's for Leadership Managing a Research Team: Your Role as a Team Leader in Recruiting Staff and Managing Performance</p> | <p>Mentoring Information Session Mentoring Workshop MS Excel MS Powerpoint MS Word New Heads Orientation Orientation for Researchers Orientation to DCU Preparation for Interview for Researchers and Academics Presentation Skills for Professionals Private Health Insurance Information Session Professional Skills for Research Leaders and other on-line supports Project Management for Researchers and Academics Quality Review Training Seminar Recruitment Skills - Unconscious Bias and Interviewer Training Staff Request Application Training Starting Out as a Tutor Supervising the PhD Process Time Management: How to plan your work in a busy environment University Leadership and Management Programme Women and Success - Averil Leimon Workshop</p> |
|---|---|--|---|--|

| 5 | High quality, internationally competitive research and innovation | % of research-active staff | <p>DCU Definition of “Research Active”:</p> <p>Academic Staff must fulfil both of the following criteria:</p> <ul style="list-style-type: none"> • 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 | Number of PhD graduates completing taught credits as part of their programme | <p>Data Source: DCU Student Registration System, ITS</p> <table border="1" data-bbox="904 502 2063 839"> <thead> <tr> <th>Calendar Year</th> <th>PhD Grads completing Credits</th> <th>PhD Grads completing > 20 Credits</th> <th>Total PhD Grads</th> <th>% Grads with Credits</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>6</td> <td>4</td> <td>93</td> <td>4%</td> </tr> <tr> <td>2011</td> <td>17</td> <td>14</td> <td>108</td> <td>13%</td> </tr> <tr> <td>2012</td> <td>31</td> <td>30</td> <td>143</td> <td>21%</td> </tr> <tr> <td>2013</td> <td>51</td> <td>48</td> <td>148</td> <td>32%</td> </tr> <tr> <td>2014</td> <td>62</td> <td>60</td> <td>126</td> <td>48%</td> </tr> <tr> <td>2015</td> <td>56</td> <td>55</td> <td>110</td> <td>50%</td> </tr> <tr> <td>2016</td> <td>69</td> <td>69</td> <td>101</td> <td>68%</td> </tr> </tbody> </table> | Calendar Year | PhD Grads completing Credits | PhD Grads completing > 20 Credits | Total PhD Grads | % Grads with Credits | 2010 | 6 | 4 | 93 | 4% | 2011 | 17 | 14 | 108 | 13% | 2012 | 31 | 30 | 143 | 21% | 2013 | 51 | 48 | 148 | 32% | 2014 | 62 | 60 | 126 | 48% | 2015 | 56 | 55 | 110 | 50% | 2016 | 69 | 69 | 101 | 68% |
| Calendar Year | PhD Grads completing Credits | PhD Grads completing > 20 Credits | Total PhD Grads | % Grads with Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 6 | 4 | 93 | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 17 | 14 | 108 | 13% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 31 | 30 | 143 | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 51 | 48 | 148 | 32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 62 | 60 | 126 | 48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2015 | 56 | 55 | 110 | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | 69 | 69 | 101 | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|----|---|--|---|
| 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, <ul style="list-style-type: none"> • 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. |
| 10 | Enhanced internationalisation | Number of Non-EU Domiciled Students at DCU | Data Source: DCU Student Registration System, ITS, Based on 1 st November 2016 registrations 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 1 st November 2016 with reported non-EU domicile= 839 Students registered on 1 st November 2016, with no reported domicile, but Non-EU fee-paying status= 180 Total= 1,019 |
| 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 1 st November 2016, for the 2016/17 academic year, with an international domicile |