



# Mission-based Performance Compact

*between*

St Patrick's College Drumcondra

*and*

The Higher Education Authority

Date: February 2014

**HEA** | HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHAS

## Context

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This Compact is an agreement between the Higher Education Authority and **St Patrick's College Drumcondra** and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that St Patrick's College is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and St Patrick's College. It sets out how St Patrick's College's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal St Patrick's College commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and St Patrick's College agree that this Compact will be published.

## The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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# 1. Establishment of the Compact

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The Higher Education Authority and St Patrick's College agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

St Patrick's College acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and St Patrick's College agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify St Patrick's College of this in writing and will consult with St Patrick's College accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

## 2. Performance Funding Framework

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Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and St Patrick's College agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, St Patrick's College must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to St Patrick's College.

### 3 Mission and Strategy Statement

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St Patrick's College's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and St Patrick's College acknowledge that St Patrick's College's mission and strategy may evolve.

St Patrick's College and the Higher Education Authority recognise that St Patrick's College is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

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#### **Mission Statement**

The mission of St Patrick's College is in Teacher Education across the continuum, and in the Humanities.

We espouse the importance of education as a humanising, transforming and holistic practice.

A publicly funded higher education institution in the Catholic tradition, the College is inclusive, welcoming and respectful of those of all religious and secular traditions.

We seek to create a community of learning which achieves excellence in teaching, research and community engagement, while cherishing diversity, promoting equity, and fostering Irish language, culture and heritage.

#### **Strategic Priorities:**

##### **1. Partnerships and Alliances**

Dublin City University (DCU), St Patrick's College Drumcondra (SPD), Mater Dei Institute of Education (MDI) and the Church of Ireland College of Education (CICE) are currently engaged in a formal process aimed at Institutional Merger which will lead to the creation of a 'new DCU'. The timescale for achievement of a full merger is Autumn 2016.

St Patrick's College is part of the 3U Partnership via Dublin City University, and of the Dublin/Leinster Regional Cluster, Pillar II. The College is currently a participant in a DRHEA Widening Participation (WP) strand, which comprises 13 institutions in Greater Dublin.

##### **2. Renew and Extend Programmes**

In pursuing its distinctive mission in Teacher Education and Humanities, and in responding to the current and future needs of Irish society, St Patrick's College will continue to review and extend its programmes at undergraduate, postgraduate and continuing professional development levels.

We have a tradition of collaboration with Dublin City University, and other partners; and the merger with the University will greatly extend our capacity to realise

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ambitions beyond the traditional scope of the College.

### **3. Respond to National Priorities and play a lead role in Teacher Education and the Humanities**

The College will expand its influence as a lead institution in the field of Teacher Education across the continuum and in the Humanities.

Having anticipated many of the recommendations of the Sahlberg Report, St Patrick's College will continue to lead research, national debate and delivery in Education in areas of national strategic priority, including Literacy and Numeracy; Special Education Needs; Mathematics Education; Science Education; An Ghaeilge; Early Childhood Education, and Flexible and Lifelong Learning.<sup>1</sup>

This will be facilitated by the implementation of the extension of our existing programmes to four years in the case of the Bachelor of Education, and two years in the Professional Masters in Education. Moreover from 2015/16, the combined resources of the University, Mater Dei Institute and the Church of Ireland College will greatly increase our capacity to deliver on our ambition.

Similarly, in the Humanities, we anticipate growth over the next two years in all programmes up to and including doctoral level. The Humanities departments make an important contribution to the BEd. The combination of the talents of SPD, DCU, MDI and CICE together will permit the development of a new BEd (second level). The Humanities departments will contribute to the joint honours BA programme following the completion of a full merger.

### **4. Ensure Quality and Promote Excellence**

The College promotes quality and excellence in all its programmes and activities. It will continue to develop strategies to underpin and maximise sustainability.

The College is committed to the achieving aspirations of the European Standards and Guidelines for Quality in Higher Education and works closely with Quality and Qualifications Ireland (QQI). We aim to exceed statutory requirements and work to embed quality culture at SPD.

### **5. Enhance the Learning Environment**

Building on its well-established tradition of excellence in teaching and learning, the College will provide its students with a supportive, intellectually challenging and coherent learning environment.

In the realm of Teacher Education specifically, the College will continue to develop its traditional strengths in the area of continuing professional development (CPD), through face-to-face teaching, distance and blended learning. Improvements in Digital Technologies will extend this potential while collaboration with the 'new DCU' will offer new opportunities, both inter-disciplinary and across a range of educational

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<sup>1</sup> Sahlberg, P. Furlong, J. Munn, P. (2012), Report of the International Review Panel on the structure of Initial Teacher Education provision in Ireland; review conducted on behalf of the Department of Education and Skills.

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sectors and diverse student cohorts.

The current Campus Development programme will provide an additional 11,500m<sup>2</sup> of teaching, learning, library, and sports' facilities. This capital investment will transform the campus and significantly enhance the student learning and social environment.

## **6. Embed Inclusion, Diversity and Sustainability**

St Patrick's College will continue to promote social inclusion and embed interculturalism, human rights and care for the environment in College policy, programmes, processes and partnerships. The College is coordinator of the Irish Aid funded DICE Project. It has a Centre for Human Rights and Citizenship Education and an Educational Disadvantage Centre. The College has a successful Access programme which has seen greater participation by traditionally under-represented socio-economic groups. The College has identified wider ethnic diversity as a strategic priority.

As a consequence of the merger, the College will move from denominational management to participation in a secular university.

## **7. Expand Research Capacity**

Working collaboratively with colleagues across the 'new DCU', the 3U partnership, other institutions in this cluster and beyond, St Patrick's College will continue to develop the research capacity, including non-applied research, of the institution in key strategic areas. This research will inform policy, shape practice, and increase knowledge and understanding in the area of its mission.

The management of the Educational Research Centre is currently under review with the Department of Education and Skills and it is anticipated that, subject to the development of agreed governance and operational structures, the ERC will be transferred to the DES by the autumn of 2014. It is envisaged that the College will continue to host the Centre and the tradition of collaboration in teaching and research will be further developed and formalised in a Memorandum of Understanding to be agreed by the College and the Minister.

## **8. Develop College Infrastructure, Organisation and Funding**

The College has embarked upon a major capital development programme. This will create a teaching environment and appropriate modern facilities to meet the demands of current pedagogies. However, the implications of the merger process will require additional development on the SPD campus, particularly office, social and teaching spaces, and accommodation for research centres.

The merger process with DCU will involve a review of institutional organisation, a realignment of current practices, and the introduction of integrated management systems.

The College aims to reduce its reliance on exchequer funding. The enhanced infrastructure of the institution will generate income through commercial opportunities.

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Critically, the College is in negotiation with the DES on the matter of restricted entry to our Professional Masters in Education. The College's inability to expand this programme severely restricts our ability to generate essential fee income which frustrates effective strategic planning and the development of a sustainable funding model.

**9. Promote Staff Training, Development and Well-Being**

The College will continue to promote a wide-ranging programme of training and professional development for staff across the institution, to assist them in the performance of their duties and enhance their well-being. The College has aligned CPD of the staff with the strategic priorities of SPD and the State. The College will continue to develop appropriate Work Load practices that will complement the model employed across the 'new DCU'.

**10. Develop expertise in the areas of Science, Technology, Engineering and Mathematics**

The College will expand its national leadership in STEM education. SPD is actively engaged in CASTeL, a joint initiative with DCU in the area of Science and Mathematics. One of the core challenges for the 'new DCU' will be to increase the effectiveness of education in science, technology, engineering and mathematics (STEM) across the educational spectrum, from early-childhood to fourth-level.

Within the 3U Partnership and nationally, the College is a lead centre of expertise in science education, mathematics education and digital learning in the context of teacher education and curriculum expertise as evidenced by its collaborations with the NCCA and the DES in these areas. It is well placed to support the development of expertise in other partner institutions and in the newly emerging structures.

**11. Support civic engagement by staff and students**

St Patrick's College will continue to develop a strong framework to support its civic engagement. In addition to its traditional outreach programmes, the College is investigating the development of mechanisms to recognise student volunteerism and engagement, as well as the creation of Leadership programmes in collaboration with external stakeholders, e.g. Foróige and Women for Election.

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### 3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that St Patrick's College may adjust its mission and strategy from time to time. St Patrick's College agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

The College is in negotiations towards a full merger with DCU. This change will go beyond governance and will have profound organisational, administrative and pedagogical consequences for the four incorporating institutions.

A Joint Steering Group, comprising the Head of each institution, coordinates this merger process, and appropriate working groups have been put in place at both College and inter-institutional level to design and implement the transition.

This process, facilitated by an independent chair, will lead to the creation of the 'new DCU'.

## 4. Current and Planned Profile

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The following pages contain:

- St Patrick's College's current profile 2010/11\* (as supplied by the HEA); and
- St Patrick's College's planned profile 2016/17\*\*

*For hard copy submissions, please bind the current and planned profile after this page.*

*For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.*

See separate PDF and Excel documents.

\*In the 2010/11 template provided by the HEA, we wish to clarify the following:

- (i) In the 'Disciplinary Mix Section' - full and part-time PhDs - SPD is listed as having 80 under the heading of 'Education Science'. This should be 60 under this heading and 20 under 'Humanities and Arts'.
- (ii) In the 'Staff' section, the table of Staff academic qualifications is blank. This should read as follows:

**Staff Qualifications** (Proportion of...) %

Full-time Academic Staff with Masters or higher qualification - 82%

Full-time Academic Staff with PhD qualification - 79%

All Academic Staff with Masters or higher qualification - 82%<sup>#</sup>

All Academic Staff with PhD qualification - 67%<sup>#</sup>

<sup>#</sup>Staff Qualification data exclude hourly paid, part-time and occasional staff.

\*\*Note that in 2016/17 student intake will be directly to the 'new DCU' – for practical purposes the excel template for 2016/17 is returned as a stand-alone SPD profile.

\*\*\*Benchmarking:

SPD has engaged in a preliminary benchmarking exercise against Mary Immaculate College, Limerick. The institutions possess a similar scale and disciplinary mix, however ongoing changes in the governance of SPD limit the effectiveness of this comparator in a strategic planning exercise. At a broader level, the University has begun a process of data collection across similar institutions in the UK (e.g. University of Bath, Warwick and Lancaster), members of the European Consortium of Innovative Universities (ECIU) and universities in Central and North America (Arizona State University and Tec de Monterrey).

## 5. Development Plans and Objectives

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### 5.1 Regional clusters

#### Strategy summary

Please provide a brief summary of St Patrick's College's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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#### Regional clusters: strategy summary

St Patrick's College is a national institution and our strategic plan, *Céim ar Chéim 2012-15* commits us to an extension of existing relationships and the creation of new collaborations.

The National Strategy for Higher Education has provided a framework for such collaboration and St Patrick's will play a full part in the Dublin/Leinster *Pillar II* Cluster, which includes Dublin City University, and aims to create a regional approach to access, transfer and student progression.

The College has a long-standing relationship with NUIM as part of An Foras Feasa digital humanities initiative. As part of the 'new DCU', SPD will continue to participate actively in 3U Partnership between DCU, NUIM and RCSI. SPD is currently actively engaged in initiatives planned as part of the collaboration, and the 'new DCU' will be an intrinsic part of that alliance.

The College has existing relationships with DkIT. We are partners in An Foras Feasa, and are involved in ongoing co-supervision of doctoral students. These collaborations will be facilitated more readily by the developing relationship between DkIT and DCU, and will provide opportunities to develop new progression pathways.

The College had a successful collaboration with DIT in the Centre for Early Childhood Development and Education (CECDE) and we expect to build on the relationship established in this project in the wider Leinster cluster.

Through its membership of the DRHEA, SPD is a partner in the Widening Participation (WP) strand.

The College will collaborate across the cluster in respect of graduate education. It will work with other parties in the cluster to develop a fully-functioning system of credit transfer across all the HEIs in its Pillar and subsequently in *Pillar I*.

The governance structure for the cluster will consist of a regional Cluster Board and a high-level steering group for each strategic partner in the first instance.

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## Regional clusters: Institution objectives and performance indicators

1.	Institution objective	To agree and implement processes to establish and support a sustainable and shared academic planning process and provision across the region.
	Performance indicator	The institutions will agree a regional cluster plan for higher education provision.
	Baseline	There is an absence of data and information at regional cluster level to establish a baseline.
	Interim target, end 2014	Agree methodology for regional demand. Agree scoping data collection and analysis.
	Interim target, end 2015	Develop and collectively approve protocols in relation to systems and procedures for shared and joint academic programmes.
	Final target, end 2016	Commence implementation of regional cluster plan and commence implementation of regionalised entry routes.
2.	Institution objective	To work with other institutions in the cluster to develop a regional approach to access, transfer and progression.
	Performance indicator	Cluster institutions will prepare a regional plan for access, transfer and progression from further education to higher education at programme and institution levels.
	Baseline	Insufficient data and information at regional cluster level to establish a baseline.
	Interim target, end 2014	Complete inventory of current options and mechanisms between cluster institutions for access, transfer and progression.
	Interim target, end 2015	Identify new progression routes and agreement on pathways to be enabled by 2016.
	Final target, end 2016	Full implementation of new transfer and progression pathways under way.

3.	Institution objective	Promotion of knowledge transfer and exchange through inter-institutional collaborations, both national and international.
	Performance indicator	Progression in number of collaborative projects year on year.
	Baseline	Existing inter-institutional collaborations at national and international levels.
	Interim target, end 2014	Development of NSTeP collaboration with NUIM, DCU and RCSI; mapping of current collaborations, both national and international.
	Interim target, end 2015	Development and implementation of TEMPUS programme in Mathematics Education and Digital Learning in collaboration with the University of Pristina and other EU universities.
	Final target, end 2016	A full participation in 3U Partnership in association with DCU.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

## 5.2 Participation, equal access and lifelong learning

### Strategy summary

Please provide a brief summary of St Patrick's College's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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#### Participation, equal access and lifelong learning: strategy summary

St Patrick's College will build on its status as a national leader in terms of access to its programmes by developing additional supports and flexible progression for students with disabilities, mature students, students from socio-economically disadvantaged communities as well as ethnic minority students. The College will reach the standards set by Government policy on participation in these categories.

The education of a diverse body of graduates trained to the highest standards in serving the children, schools and wider communities in which they work and live is embedded in our strategic mission.

The College embraces the increasingly diverse student body and recognises the potential for equality of access that socially diverse and reflective teachers provide. We will increase diversity in our Humanities programmes and provide opportunities for disadvantaged, disabled, mature and ethnic minority students, that mirrors the composition of modern Irish society.

We aim to promote equality of opportunity for all groups under-represented in higher education. In building upon our current successes we will endeavour to reproduce our unrivalled retention rates in supporting students from under-represented groups across all our programmes.

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## Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	Increased participation rates from target SED groups
	Performance indicator	Increased admissions rates from under-represented socio-economic groups
	Baseline	6%
	Interim target, end 2014	7%
	Interim target, end 2015	7%
	Final target, end 2016	8%
2.	Institution objective	To continue to pursue excellence in supporting under-represented groups in the College community
	Performance indicator	Maintain current retention rates of students entering through HEAR programme
	Baseline	100%
	Interim target, end 2014	100%
	Interim target, end 2015	100%
	Final target, end 2016	100%
3.	Institution objective	To build on participation rates of students with disabilities across all programmes
	Performance indicator	Increased admission of students with disability, overall
	Baseline, new entrants 2012	1.5%
	Interim target, end 2014	2%
	Interim target, end 2015	2.5%
	Final target, end 2016	3%



4.	Institution objective	In line with national priorities, to foster greater diversity in the institution that more accurately reflects the wider community
	Performance indicator	Increased participation of students with disabilities – % of mobility, visual and hearing impaired students across both faculties
	Baseline	0.5%
	Interim target, end 2014	0.7%
	Interim target, end 2015	0.8%
	Final target, end 2016	1%
5.	Institution objective	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
	Performance indicator	Increased admission rates of students from ethnic minority backgrounds
	Baseline	0%
	Interim target, end 2014	0%
	Interim target, end 2015	0.25%
	Final target, end 2016	0.5%
6.	Institution objective	To build upon previous success in admission rates of mature students in our pursuit of excellence in relation to the lifelong learning agenda
	Performance indicator	Maintain the level of mature students across both faculties in the context of increasing student numbers
	Baseline	6%
	Interim target, end 2014	6%
	Interim target, end 2015	6%
	Final target, end 2016	6%
7.	Institution objective	To further the College's lifelong learning agenda and increase access among socio-economically disadvantaged groups
	Performance indicator	Increased admission rates of FETAC entrants on the BA programme
	Baseline	0.5%

Interim target, end 2014	0.5%
Interim target, end 2015	1%
Final target, end 2016	1%

## 5.3 Excellent teaching and learning and quality of the student experience

### Strategy summary

Please provide a brief summary of St Patrick's College's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

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#### **Excellent teaching and learning and quality of the student experience: strategy summary**

St Patrick's College enjoys an historic reputation as a national centre of excellence in teaching and learning. The majority of staff, across both faculties, have formal teaching-related qualifications. They bring a wealth of teaching experience from other sectors which, when combined with their academic scholarship, delivers an excellent student learning experience. The College continues to build on this strength and seeks to support a community of learning which achieves quality and excellence in teaching and learning through a variety of formal and cultural structures. In pursuing this mission statement, the College strategic priorities strive to:

- Ensure quality and promote excellence in all its programmes and activities, through systematic evaluation mechanisms, to embed student voice at the core of a quality teaching and learning experience. Graduates will be recognised for being flexible and creative, innovative and skilled, intellectually rigorous and reflective.
- Enhance the learning environment and the student learning experience. Building on its established tradition of quality and excellence in teaching and learning, the College will provide students with a supportive, intellectually challenging and coherent learning environment.
- Promote staff professional development and well-being. In responding to evolving needs at a time of rapid change and diminishing resources, the College will support a wide-ranging programme of professional development for staff across the institution to enhance the quality of teaching and learning.

In preparation for the incorporation of St Patrick's College and Dublin City University, the institutional objective in the current context will bring quality assurance and teaching and learning arrangements into alignment with best national and international practice and with the University Strategic Plan while complying with Quality and Qualifications Ireland (QQI) statutory requirements and European standards and guidelines.

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## Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	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.
	Performance indicator	Alignment of QA and T&L functions of SPD and the University. Compliance with statutory requirements established by QQI, measured by peer review.
	Baseline	The College is fully compliant with the statutory requirements of the QQI, and has piloted the Irish Survey of Student Engagement.
	Interim target, end 2014	<ol style="list-style-type: none"> <li>1. The Irish Survey of Student Engagement (ISSE) completed February 2014 and feedback mechanisms to stakeholders developed.</li> <li>2. Engaged in joint planning and support of joint T&amp;L and QA initiatives across the University.</li> <li>3. Contributed to the National Academy for the Advancement of T&amp;L.</li> </ol>
	Interim target, end 2015	<ol style="list-style-type: none"> <li>1. Thematic reviews developed and prioritised.</li> <li>2. SPD and DCU T&amp;L and QA Committees integrated.</li> </ol>
	Final target, end 2016	<ol style="list-style-type: none"> <li>1. Teaching and Learning and Quality Assurance processes fully aligned with DCU.</li> </ol>
2.	Institution objective	to bring quality improvement and quality promotion strategies, structures and practices into further alignment with those of the university and national policy.
	Performance indicator	Moved current modes of annual review beyond unit, function and programme quality reviews and embedded Annual Programme Review (APR) and Periodic Programme Review (PPR).
	Baseline	All units in the College have completed a cycle of annual reviews.
	Interim target, end 2014	50% of programmes undergoing APR.

	Interim target, end 2015	75% of programmes undergoing APR 20% of programmes undergoing PPR
	Final target, end 2016	100% of programmes undergoing APR 50% of programmes undergoing PPR
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3.	Institution objective	Promote staff professional development in the areas of innovative teaching and research
	Performance indicator	A College-wide professional development programme based on a needs analysis will have been introduced.
	Baseline	An existing programme of professional development seminars on a demand-led basis.
	Interim target, end 2014	Survey designed to ascertain needs of staff in relation to the enhancement of teaching and learning and the quality of the student experience.
	Interim target, end 2015	Findings from staff survey collated and analysed. Professional development programmes provided to meet 25% of needs.
	Final target, end 2016	Professional development programmes provided to meet 50% of needs.
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4.	Institution objective	Develop a staff professional development programme with a focus on the delivery of online, blended and flexible learning programmes.
	Performance indicator	Over 75% of staff have participated in online digital pedagogy course
	Baseline	Online and blended courses taught at masters and doctoral level.
	Interim target, end 2014	Accreditation granted for new blended Professional Masters in Education
	Interim target, end 2015	10% of students enrolled on blended courses
	Final target, end 2016	20% of students enrolled on blended courses

## 5.4 High quality, internationally competitive research and innovation

### Strategy summary

Please provide a brief summary of St Patrick's College's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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#### **High quality, internationally competitive research and innovation:** strategy summary

St Patrick's College strives to create a research environment in which societal needs are met and intellectual horizons are developed and expanded. It is our ambition to be internationally recognised as a research based centre of excellence in education and the humanities

Generating and sharing knowledge and understanding are central to the work of the College and our strategic plan prioritises the integration of research, teaching and learning. The College is well placed to conduct and disseminate research in its own right and in collaboration with national and international partners. Its research agenda in Education and the Humanities will continue to be focused and to support critical research perspectives in relation to policy and practice, and will thus continue to promote and sustain knowledge generation.

*In Education*, having anticipated many of the recommendations of the Sahlberg Report, St Patrick's College will continue to lead research, national debate and delivery in areas of national strategic priority, including Literacy and Numeracy; Special Education Needs; Mathematics Education; Science Education; Digital Pedagogy; An Ghaeilge and Early Childhood Education. In addition to the individual research projects of staff in Education, the College will continue to lead a range of research networks and collaborations. Current collaboration include: NCCA commissioned research to inform State policy in primary education in mathematics education, literacy and language learning, and in wellbeing; evaluations of national curricula in primary science (NCCA); national audits in technology in education (DES) and in special and inclusive education (National Council for Special Education).

In pursuit of this strategy, the Education Faculty will expand a faculty research programme into teacher education entitled CREATE (Collaborative Research Across Teacher Education) which is in its first year of development. Such initiatives will inform and shape national policy and practice.

*In the Humanities*, individual disciplines and departments will advance an active research agenda and knowledge generation institutionally and in collaborative ventures with other partners (e.g. An Foras Feasa). In accordance with the College's strategy this enterprise will result in the publication of high-quality research outputs in the form of monographs, refereed journal articles and other acknowledged and accepted forms.

*External factors* which restrict progress, and which are likely to continue to do so, are the Employment Control Framework, the challenging budgetary environment and, in the short to medium term, the shift from a three-year to a four-year model for the BEd

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degree. These factors have already combined to increase the teaching and administrative workload of academic staff and to restrict, to various degrees, their capacity to engage in research.

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## High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1	Institution objective	The enhancement of staff research skills and capacity
	Performance indicator	<ul style="list-style-type: none"> <li>• Increase the number of staff with doctoral qualifications and the percentage who are research active</li> <li>• Enhance research training opportunities in conjunction with the Graduate Studies Office (DCU) and other bodies such as QQI, NAIRTL</li> </ul>
	Baseline	<ul style="list-style-type: none"> <li>• Restricted current training provision; research-active staff (approx. 50%)</li> </ul>
	Interim target, end 2014	<ul style="list-style-type: none"> <li>• Hold PhD supervision workshops for all academic staff</li> <li>• Organise research workshops for staff, including a workshop on research metrics with a view to fostering sustained research activity</li> </ul>
	Interim target, end 2015	<ul style="list-style-type: none"> <li>• Formalise a mentoring system for early-career staff</li> <li>• In conjunction with College Librarian, enhance digital access to staff research outputs, special collections and other research holdings</li> </ul>
	Final target, end 2016	<ul style="list-style-type: none"> <li>• Have increased the percentage of staff with doctoral qualifications to 80%</li> <li>• Have increased the percentage of research-active staff to 65%</li> </ul>
1.	Institution objective	The expansion of research infrastructure for staff and postgraduate students
	Performance indicator	Expand infrastructure to sustain postgraduate research student numbers and to increase staff research output
	Baseline	Current numbers
	Interim target, end 2014	<ul style="list-style-type: none"> <li>• Initiate series of targeted postgraduate student workshops in conjunction with HEA, Fulbright and other research organisations and funding agencies</li> <li>• Have an agreement with a Digital Repository provider in place and have begun the process of assembling the necessary data</li> </ul>
	Interim target, end 2015	<ul style="list-style-type: none"> <li>• 60% of staff to have met the institutional expectations of one refereed article (or equivalent) in a peer-reviewed journal or edited collection annually</li> <li>• Provide staff information workshops in respect of the Institutional Digital Repository and the implications of Open Access</li> </ul>



Final target, end 2016	<ul style="list-style-type: none"> <li>65% of staff to have met the institutional expectations of one article (or equivalent), in a peer-reviewed journal or edited collection annually</li> <li>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</li> </ul>
3. Institution objective	The incentivisation and the recognition of academic research endeavour
Performance indicator	To promote and enhance research productivity, the College will maintain and expand mechanisms to assist staff
Baseline	Current Annual Research Report and College Fellowship provision
Interim target, end 2014	<ul style="list-style-type: none"> <li>Produce a streamlined Annual Research Report of peer-reviewed articles, monographs, essays in edited collections and substantial non-peer-reviewed articles</li> <li>Include appropriate research output targets in a workload model</li> </ul>
Interim target, end 2015	<ul style="list-style-type: none"> <li>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</li> </ul>
Final target, end 2016	<ul style="list-style-type: none"> <li>Expand College Fellowship Scheme to facilitate high-achieving, research-active staff.</li> </ul>

## 5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

### Strategy summary

Please provide a brief summary of St Patrick's College's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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#### **Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary**

The Strategic Plan of St Patrick's College commits the institution to 'building and maintaining sustained engagement with external communities, including local and sectoral communities' (p. 22). In addition, it commits the institution to continue to develop and support a school partnership model (3.5, p. 28) and to develop mechanisms 'to reward community engagement activities among staff and students' (3.6, p.28).

St Patrick's College places a high value on engagement with all sectors of community, including civic groups, schools, employer groups, local communities and other academic communities. This is demonstrated through community-related projects such as the 'Write to Read' project, the work of the Educational Disadvantage Centre which supports Local Area Partnerships across the city, the provision of public lecture series, and ongoing engagement with a range of civic groups relating to marginalised or disadvantaged communities.

Arising from its Strategic Plan (6.3, p. 29), the College has established an Advisory Forum on Access which includes representatives from local communities in the College's hinterland. It works closely with primary schools across the region and with employment-related groups, such as the CPMSA, Educate Together, IPPN and the NPC, and has developed a strong ethos of partnership.

The possibilities for outreach activities will be greatly enhanced by the improvement in College infrastructure. Preliminary discussions are under way with community groups, NGOs, civic and cultural bodies to expand our engagement. It is our ambition that the College will be engaged with the city and its people and this philosophy is reflected in the architecture of the new buildings and the widened openings onto Drumcondra Road.

The following institution objectives and performance indicators cover four key areas: response to graduate and sectoral needs in terms of employment; support for civic engagement of staff and students, and knowledge transfer and exchange.

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## Enhanced engagement with enterprise and the community and embedded knowledge exchange:

### Institution objectives and performance indicators

1.	Institution objective	Respond to the needs of the education sector and to the employment needs of all graduates
	Performance indicator	Evidence of engagement gathered through National Student Satisfaction Survey, Graduate Employment Survey and Survey of School Principals and Employers
	Baseline	Existing student exit surveys and HEA first destination data
	Interim target, end 2014	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, including access to teaching profession
	Interim target, end 2015	Design and implementation of bi-annual survey of Primary School Principals  Advance integration of SPD- DCU careers service
	Final target, end 2016	Design and implementation of programmatic offerings in collaboration with employer and stakeholder groups  Complete integration of SPD-DCU Careers and Alumni Services
2.	Institution objective	Development of a strong framework to support civic engagement by staff and students.
	Performance indicator	Agreement of staff workload model and student modules which promote leadership, engagement and volunteerism
	Baseline	No formal recognition of student civic engagement and limited acknowledgement of service to the community by staff
	Interim target, end 2014	Development of framework and workload model for staff that recognises civic engagement.  Promotion of DCU President's award for Engagement
	Interim target, end 2015	Development of leadership module for student civic engagement  Partnership within 'DCU in the Community' initiatives
	Final target, end 2016	Increased civic engagement of staff to be measured through staff workload model

3.	Institution objective	Programme of knowledge transfer and exchange partnerships through increased provision of suite of professional development modules for alumni and external partners
	Performance indicator	Progression in number of modules available year on year
	Baseline	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
	Interim target, end 2014	Setting up of framework and provision of CPD module on supporting students for partnership schools
	Interim target, end 2015	Provision of an additional two open-access CPD modules on priority areas of literacy and mathematics education
	Final target, end 2016	Provision of suite of six to eight CPD modules across the curriculum and relating to supporting student teachers
4.	Institution objective	To develop the campus as a centre of education and culture in the community
	Performance indicator	Increased usage of the College's physical resources by voluntary, cultural and business groups
	Baseline	Minimal community usage of dated physical amenities
	Interim target, end 2014	Compilation of database of local community groups and development of strategy to promote local engagement
	Interim target, end 2015	Development of partnerships with key groups in NGO sector in relation to supporting non-formal education provision for marginalised groups in local community e.g. music and drama initiatives, adult literacy organisations, traveller organisations, and SPIRASI
	Final target, end 2016	Development of short extramural courses in areas relating to culture, heritage and education for North Dublin communities

## 5.6 Enhanced internationalisation

### Strategy summary

Please provide a brief summary of St Patrick's College's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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#### **Enhanced internationalisation: strategy summary**

St Patrick's College aspires to greater internationalisation and to building and extending its networks and exchange programmes with colleges and universities worldwide. It aims to extend its international reputation within Education and Humanities, while the planned Institute of Education aspires to have a global significance in the realm of teacher education across the continuum.

Accordingly, the College will consolidate and further develop HEI agreements with target strategic partners beyond the Bologna countries to maximise student and staff mobility. The merger with DCU will provide a strong foundation for the continued internationalisation of SPD's curricular offerings. This collaboration is also a feasible way by which the College can enhance the diversity and multi-ethnicity of its student population.

Beginning with this academic year, 2013-2014, international students registered with DCU will be given the opportunity to take electives at St Patrick's College. By 2015, the International functions of the College will be fully integrated into the 'new DCU'. This will result in enhanced harmonisation of systems and procedures, and synergy with the International office in DCU.

The College will contribute to the renewal of the Centre for Cross Border Studies and SCOTENS, two North-South Initiatives that promote cross-border linkages and research. This collaboration was established through a Dublin City University/Queen's University Belfast partnership and St Patrick's College is a key stakeholder.

The College strategy recognises the restrictions which the professional requirements of Initial Teacher Education places on opportunities for international student exchange, but St Patrick's is determined to develop creative mechanisms to promote student mobility.

The College will enhance its international profile through meeting the objectives outlined below.

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1.	Institution objective	<ul style="list-style-type: none"> <li>Promotion of Student Teaching Placement (TP) within the Bologna zone</li> <li>Promotion of International Student Placement and research in collaboration with NGOs and foreign states</li> </ul>
	Performance indicator	<ul style="list-style-type: none"> <li>Development of TP student placement projects in 3 strategic European cities - Luxembourg, Brussels and Strasburg</li> </ul>
	Baseline	<ul style="list-style-type: none"> <li>Initiative launched by SPD and prospective European partners in 2013. Discussions ongoing with European School in Luxembourg</li> </ul>
	Interim target, end 2014	<ul style="list-style-type: none"> <li>Establish TP linkage with European School in Luxembourg</li> </ul>
	Interim target, end 2015	<ul style="list-style-type: none"> <li>Extend TP linkage with European School in Brussels</li> </ul>
	Final target, end 2016	<ul style="list-style-type: none"> <li>Expand TP network to include the European School in Strasburg, for collaborative TP projects</li> </ul>
2.	Institution objective	Increase outgoing BEd/BA student numbers, and equivalent in incoming student numbers on Exchange Programmes.
	Performance indicator	Increase in numbers
	Baseline	50 outgoing and incoming students
	Interim target, end 2014	60 outgoing students
	Interim target, end 2015	70 outgoing students
	Final target, end 2016	80 outgoing students
3.	Institution objective	Shared/Joint Postgraduate Degrees with European / non-European HEIs
	Performance indicator	Development of 2 strategic partners in Europe, 2 in USA/Canada, and one in Africa: Targeting an Erasmus Mundus Programme
	Baseline	1 PG Masters programme partner
	Interim target, end 2014	1 in Europe
	Interim target, end 2015	1 in USA/Canada
	Final target, end 2016	2 in USA/Canada

4.	Institution objective	Fee-paying students for modules in Education and the Humanities programmes from USA/Canada via DCU/CIEE Office linkage
	Performance indicator	Increasing numbers
	Baseline	0
	Interim target, end 2014	10
	Interim target, end 2015	20
	Final target, end 2016	30
5.	Institution objective	LLP/Erasmus Intensive Programmes: with European and non-European HEIs
	Performance indicator	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)
	Baseline	In communications with European and US HEIs
	Interim target, end 2014	Meeting of international partner HEIs
	Interim target, end 2015	Application for funding
	Final target, end 2016	Start of ER IP project which can be developed into a course for international students

## 5.7 Institutional consolidation

### Strategy summary

Please provide a brief summary of St Patrick's College's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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#### **Institutional consolidation: strategy summary**

Dublin City University, St Patrick's College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education are actively engaged in a formal process aimed at establishing a single institution.

It is envisaged that this process, while respecting the identity and traditions of the individual institutions, will lead to the creation of a single University entity. The outcome of the negotiations will be subject to the approval of the respective Governing Authorities and other relevant stakeholders.

Currently Dublin City University has four faculties. The proposed amalgamation will create a fifth faculty of education, the 'Institute of Education', and an expanded Faculty of Humanities and Social Sciences.

Arrangements are under way to ensure the satisfactory consolidation of the College within the University, with appropriate governance and other structures to accommodate the broad range of complexities associated with such a development.

This process is being informed by best international practice. An inter-institutional joint steering group (the JSG) has been established under the chairmanship of Mr Gerry Kearney.

PricewaterhouseCoopers (PwC) has been engaged to facilitate the merger process. They are currently developing a road map for this process which will address issues about governance and organisational transition.

It is anticipated that the PWC report will be furnished to the HEA by January 2014, and this will inform the merger implementation schedule.

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**Institutional consolidation:**  
**Institution objectives and performance indicators**

1.	Institution objective	Full Merger with Dublin City University
	Performance indicator	Full incorporation into the 'new DCU' and operating as part of a single university entity
	Baseline	Existing Linkage Agreement with Dublin City University 1993/2008
	Interim target, end 2014	At advanced planning stage towards the provision of shared services and offerings of joint programmes
	Interim target, end 2015	All SPD Students registered as DCU students
	Final target, end 2016	Merger complete.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

## 6. Annual Compliance Statement

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As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

St Patrick's College is fully compliant with its Statutory, Regulatory, Financial and Governance requirements.

## 7. Performance Funding

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Having regard to the performance of St Patrick's College in the strategic dialogue process leading to this compact, performance funding of

**€ 72,000**

has been allocated to the college.

## 8. Agreement

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**To be completed following the conclusion of the strategic dialogue process.**

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and St Patrick's College agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the college.

Signed:

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Chief Executive, Higher Education Authority

Date:

Signed:

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Chief Officer, St Patrick's College

Date:

## Appendices

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We (St Patrick's College) include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8: SPD Landscape Document

Appendix 9: SPD Strategic Plan

Appendix 10:

*Add more rows as necessary*

## Appendix 7: Institutional consolidation

## Appendix 8 : SPD submission to HEA re Landscape

## Appendix 9 – SPD Strategic Plan Céim ar Chéim 2012-2015