

Technological University Dublin

Self-Evaluation Report

Submitted to the **Higher Education Authority**

in respect of Strategy and Performance Dialogue 2018-2021
Round 2: 1st September 2019 – 31st August 2020

12th March 2021

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INTRODUCTION

Technological University Dublin (TU Dublin) was legally established on 1 January 2019 as Ireland's first technological university. Constituted as a modern, vibrant university, it provides differentiated technological education in Dublin and is deeply embedded in the economic, civic, social, creative and cultural life of the city region. It offers a unique range of programmes and disciplines, with pathways to graduation from foundation and apprenticeship to undergraduate and doctoral levels. TU Dublin is the university where the arts, business, sciences, engineering and technology converge and its 29,000 students and researchers come from all over Ireland and from all parts of the globe.

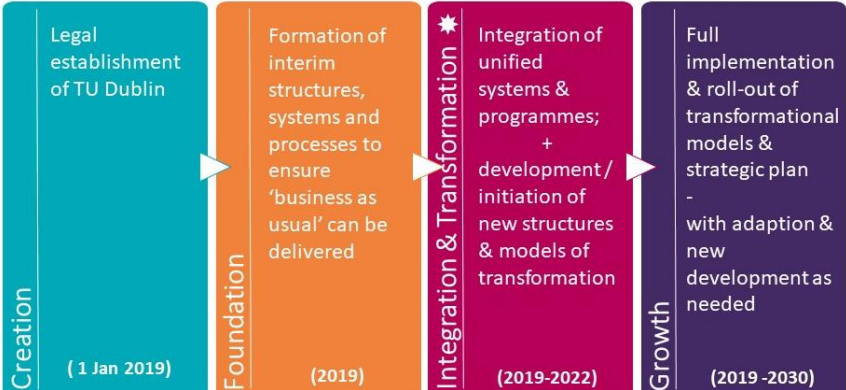
In January 2020, TU Dublin launched its [Strategic Intent 2030](#), setting out an ambitious 10 year vision for the new University. Since that time the world has been overturned by the Covid-19 pandemic and because of these circumstances HEA and TU Dublin have yet to engage in the process for establishing an institutional Compact for the new University. Nonetheless, TU Dublin has been asked to map, as far as possible, strategic initiatives and key performance indicators set in its new Strategic Plan to the high-level targets detailed in the System Performance Framework 2018-2020 and to provide a self-evaluation report on progress over the Compact period, 1 September 2019 – 31 August 2020. Whilst there have been challenges in trying to align timelines and retro-fit progress and achievements to the previous Framework, this document constitutes that report and the University's best attempt at reflecting its experience and performance in respect of selected national objectives, during the first 20 months of existence.

In the table below, the TU Dublin priorities from its Strategic Intent are mapped against the objectives within the System Performance Framework. Whilst it is not a neat fit, it helps to see some of the areas where TU Dublin is contributing to the national effort and provide the context for the details and commentary provided in the body of the report.

Table 1. – Mapping of TU Dublin Priorities to System Objectives

No.	HE System Performance Framework (SPF) Objective	TU Dublin Priorities From Strategic Intent 2030
1	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability	<ul style="list-style-type: none"> - TU Dublin Education Model - TU Dublin Student Profile of diverse learners
2	Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community	<ul style="list-style-type: none"> - International Student Profile, as part of TU Dublin Internationalisation plan - Portfolio of Knowledge Transfer outcomes
3	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.	<ul style="list-style-type: none"> - Doctoral education development, as part of the TU Dublin Student Profile - Concentration of Research activity in 5 research fields
4	Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population	<ul style="list-style-type: none"> - Most accessible university in Ireland
5	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence	<ul style="list-style-type: none"> - QA development, as part of the TU Dublin Education Model - Infrastructure Development
6	Demonstrates consistent improvement in governance, leadership and operational excellence.	<ul style="list-style-type: none"> - TU Dublin Strategic Intent 2030 - Athena Swan - Organisation Design

1st September 2019 – 31st August 2020

Institution Name	<i>Technological University Dublin (TU Dublin)</i>
Overview of institutional progress	<p><i>Overarching Statement (maximum 400 words) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.</i></p> <p>The advent of TU Dublin represented a significant change in the higher education landscape in Ireland. While Technological Universities are a well recognised feature of education systems elsewhere, the designation of three former Institutes of Technology to form the first TU in Ireland was an exciting departure and for which the TU Dublin community is extremely proud. Although building on extensive experience and track record of the founder institutions, TU Dublin is very much more than the sum of those parts and is most definitely more than a change of name over the door.</p> <p>Because of the significance of the development of TU Dublin and the enormous task involved to make it a success, the planned work from the date of establishment has been:-</p> <ol style="list-style-type: none"> to ensure solid foundations are embedded for the new University, enabling it to build the transformational models set out in its vision; that integration of functions of the 3 founding partners is completed and a single unitary organisation results & operates effectively; whilst the unique academic offering to TU Dublin's community is maintained at a stable level. <p>Of course, the management of Covid-19 has had its impact on TU Dublin in 2020 as it has for other HEIs, adding to an already full agenda. Nonetheless, TU Dublin leadership recognises that it has been an exciting and challenging beginning for the new University and is confident that strong momentum has been built for the years ahead.</p> <p>Figure 1. attempts to capture simply the work programme involved in developing TU Dublin as a new university. Because of the nature of the legislation, much of the work has had to take place post legal establishment (i.e. post Creation, in the diagram), with many 'interim' measures taken in the Foundation period to enable operations to run and maintain 'business as usual' for the University's portfolio. We are currently focussed on Integration & Transformation - the integration of, and building upon, unified structures, systems and programmes; and the development of new transformational models that underpin the core differentiation of TU Dublin. These will be leveraged to provide the Growth and advancement of TU Dublin into the future. Of course these aspects are not conducted in a linear manner with many items necessarily overlapping whilst true transformation is achieved.</p> <p style="text-align: center;">Figure 1 - TU Dublin – Development of a new University</p>  <pre> graph LR A[Creation Legal establishment of TU Dublin (1 Jan 2019)] --> B[Foundation Formation of interim structures, systems and processes to ensure 'business as usual' can be delivered (2019)] B --> C[Integration & Transformation Integration of unified systems & programmes; + development/initiation of new structures & models of transformation (2019-2022)] C --> D[Growth Full implementation & roll-out of transformational models & strategic plan - with adaption & new development as needed (2019-2030)] </pre>

During its first 20 months, key institutional progress achieved includes:-

1. Creation of TU Dublin

Technological University Dublin (TU Dublin) was established as a legal entity on 1 January 2019 under the Technological Universities Act 2018¹ - this involved the appointment of an initial Governing Body; appointment of the [inaugural President, Professor David FitzPatrick](#); appointment of an interim Academic Council; and approval of a suite of key policies & procedures necessary for the legal operation of the new University within its first few months. In creating TU Dublin the founding institutions (DIT, ITB and ITT) were legally dissolved and all assets, rights, obligations and staff were transferred to TU Dublin in accordance with the Act.

2. Building of the new University through a Foundation period

A Foundation period was required to ensure that 'business as usual' could be maintained, whilst putting in place the necessary steps to bring systems and programmes together:-

- Recruitment of two Senior Executives – the **Registrar & Deputy President** and the **Chief Operations Officer (COO)**
- Establishment of the full [Governing Body](#) and subcommittees; and adoption of the Code of Governance for TU Dublin
- Appointment & operation of an **interim Management Structure (Appendix 1)**; a Staffing Recommendations Committee; a number of transition working groups, such as Finance & HR; Communications; Apprenticeship; International; Admissions; Registrars Group; Capital Planning; and an Advisory Leadership Forum
- **Maintenance of the Programme Portfolio**; development and adoption of interim Academic QA processes; a single Academic Calendar and alignment of CAO Handbook
- The successful recruitment & admission of **29,000 students** and conferring of **8,000 graduates**
- Implementation of a working research strategy and maintenance of **research & innovation activity**
- **Alignment of financial data & reporting** and other statutory reporting
- **Interim risk management & internal audit processes** and a coordinated Crisis Management Plan
- **Equality and Sustainability statements** as clear markers set by the University; and a range of revised policies to support operations

3. Successful Integration & Transformation and initiation of new developments

These initiatives and developments are creating the platform for the new University moving forward

Organisation development items

- **Strategic Plan** development and launch ([Strategic Intent 2030](#)), with strong stakeholder engagement to produce the University's 10 year ambition, built around the 3 pillars of People, Planet and Partnership
- Establishment of the new **Academic Council**, including sub-committees; along with the development of QA Framework
- **Organisation Design** Strategy & Implementation Project
- Establishment of the **presence and positioning** of the new University through TU Dublin [Branding](#), Marketing & [Advertising](#); web development (www.tudublin.ie); email & unified communications/telephony
- TU Dublin **Capital Plan** and ICT Roadmap; and continued delivery of campus development to underpin the modern infrastructure needed for the university, including the [East Quad](#) and [Central Quad](#) at Grangegorman

¹ <http://www.irishstatutebook.ie/eli/2018/act/3/enacted/en/print.html>

Major new developments

- Support secured from EU for the [European University of Technology \(EUT+\)](#), working with seven EU partner HEIs with the ambition to establish a new type of institution on a confederal basis creating a sustainable future for students and learners in European countries. The vision for the EUT+ is "*Think Human First*", adopting a human-centred approach to technology.
- In respect of **doctoral education** new developments included:-
 - (a) Successful awards in three Science Foundation Ireland (SFI) collaborative **Centres for Research Training**² - Digitally-Enhanced Reality ([D-REAL](#)); Machine Learning ([ML-Labs](#)); and Advanced Networks for Sustainable Societies ([Advance-CRT](#)); and
 - (b) Two Marie Skłodowska-Curie actions for **European doctoral training networks**- TU Dublin now coordinates [SelfSTEM](#), an initiative focussed on the spatial ability of children to help address the large gender gap in STEM education; and [CISC](#), supporting a 'human-centric' approach to artificial intelligence
- Launch of the **Design & Construct** initiative³— a multi-disciplinary centre of excellence to be located in Broombridge that will underpin the future of the construction sector, providing leaders in the industry with the skills to deliver greater innovation and leading to more Irish construction and architectural firms competing successfully on the global stage. The Jones Engineering Group has provided €1m to support the initiative.
- Funding awarded through the **Human Capital Initiative** (Pillar 3) for two major projects to support enterprise:-
 - (a) **Convene** – a partnership with UCD and 36 industry partners, designed to deliver a step-change in the skills and innovation needed to rebuild Irish enterprise for sustainability and resilience, particularly in the wake of Covid-19; and
 - (b) **Growth Hub** - a collaboration with WIT, focussed on developing an entrepreneurial orientation and a growth mindset amongst graduates, that can be a game-changer in terms of entrepreneurial outcomes with impact for enterprise and society
- TU Dublin holds an **Athena SWAN** Bronze Legacy Award in recognition of its commitment to advancing gender equality, initiated from its legacy partner (DIT). The University has undertaken a significant programme of work to raise gender awareness across TU Dublin and to help create equal opportunities for career advancement. The TU Dublin Athena SWAN Working Group and Self Assessment Team were formed in 2020 and are focussed on progressing the application in 2021 for a new Bronze Institution Award.
- Success was achieved in the national **Senior Academic Leadership Initiative (SALI)** initiative, with funding awarded for two highly significant Professorships in areas of particular depth and expertise within our university:- Professor of Inclusive Computer Science Education (addressing gender diversity in the field of computer science education and industry) and Professor of Public trust in the Media, Arts and Technology (with a remit to foster public understanding and critical engagement with the societal impact of technology). Both will be role models for academic leadership, sectoral and civic engagement and intended to establish TU Dublin as a national and European leader in these fields.

4. Management through COVID-19

From March 2020, the management of operations in the context of Covid-19 became a challenging reality for all education institutions. TU Dublin stepped up to this challenge and in a highly coordinated way put in place measures to allow the education provision to continue (albeit in a restricted way) for its student population. These measures included:- (a) appointment of two management teams to address the practical issues around maintaining the quality of the academic provision and preparing for the physical return to campus, as necessary; (b) changes to policies to facilitate the emergency situation; (c) adaption to buildings to facilitate public health advice for any on-campus learning; (d) rapid pivoting to online delivery and assessment, with increased provision of VLE and additional technology &

² <https://www.sfi.ie/funding/centres-research-training/>

³ <https://www.tudublin.ie/grangegorman/news-and-events/jones-engineering-supports-irelands-first-centre-of-excellence-in-construction-education-with-to-tu-dublin.html>

materials for students; supported by expanded training and provision of additional aids to staff for online instructional design & delivery and (f) updates to programmes and QA processes to facilitate continued learning and completion. Further details are available under Objective 5 in this report.

In summary, TU Dublin has made substantial progress since its establishment and during this Compact reporting period. It has:-

- a) Established the **first technological university in Ireland** and created the foundations for a different type of higher education offering as set out in the ambition of the National Strategy⁴ and enabling the *'Cooperation with and Implementation of Restructuring – Progress of Technological University projects'* contained in the System Performance Framework (p33)⁵
- b) Put in place the cornerstones of **'Strategy'** (TU Dublin Strategic Intent 2030) and **'Structure'** (Organisation Design project) that will enable the University deliver on its mission
- c) Maintained a **stable academic profile** during this period of major change – delivering a quality academic provision to its 29,000+ student population and graduating over 8,000 from across the disciplines and NFQ levels
- d) Maintained and **developed its research & innovation** activity with a number of significant success points
- e) Continued to **implement its infrastructural masterplan** to ensure state-of-art campus development for generations of TU Dublin students
- f) Embraced opportunities for the **future development** of the TU Dublin, including the European University of Technology initiative
- g) Achieved the above whilst managing through the **global Covid-19 pandemic** and within a **balanced budget**.

Having delivered on the substantial opportunity of creating one of the largest unitary universities in the country, TU Dublin now has a solid platform from which to reach the ambitions set out in its Strategic Intent 2030. With a consistent and coherent pan-university approach, TU Dublin can now confidently offer a different type of education for today's learners, a technological education that is accessible, responsive and appropriate to the knowledge, innovation and skills needs of rapidly changing world. The direction has been set; the stakeholders are on board and there is a robust portfolio and organisation framework in place that enables TU Dublin to move positively towards achieving its vision of ***Creating a Better World, Together.***

⁴ <https://www.education.ie/en/publications/policy-reports/national-strategy-for-higher-education-2030.pdf>

⁵ <https://hea.ie/assets/uploads/2018/01/higher-education-system-performance-framework-2018-2020.pdf>

1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;

Overarching Statement (maximum of 250 words) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Under the **People pillar** of TU Dublin's Strategic Intent 2030, our goal is to foster individual talents in an ever changing world. We are committed to creating transformational educational opportunities that inspire, support and develop the individual in reaching their full potential. In line with our mission of building on our history we have continued to provide excellence in student-centred learning, supporting the growth of enterprising and socially responsible citizens with a global perspective. We continue to be one of the largest providers of third level education, with the most diverse student cohorts, making TU Dublin the most accessible university in Ireland.

There are two interlinked priorities identified in the Strategic Plan which support a strong talent pipeline responding to the needs of wider society:

1. **Nurturing Bright Minds, Creativity & Ambition - Define, create and implement the new TU Dublin Education Model.** It is intended that this dynamic new model will build on the University's practice-based and research-led approach; embracing universal design appropriate for a hugely varied user base, many of whom will be operating in challenging circumstances. In an increasingly complex higher education landscape deep understanding of the learners' needs, expectations and capabilities are key along with the knowledge, ability and agility to adopt new approaches; new pedagogies; and new technologies that enhance the quality of teaching and learning.
2. **Pathways for All to Experience - We will be the most accessible university in Ireland, with the largest number of diverse learners.** TU Dublin is committed to providing and promoting multiple entry points and clear progression pathways; ensuring flexibility in structure, mode & place of delivery to suit an evolving landscape; and providing our communities, industry and wider society with targeted and relevant lifelong learning opportunities.

Significant success was witnessed regarding these priorities during 2019 and 2020, with a major push to initiate the creation of the new Education Model, whilst achieving the very considerable target of maintaining TU Dublin's student profile to support diverse learner cohorts. Further details are below.

Strategic Priority 1a: TU Dublin Priority – Nurturing Bight Minds, Creativity & Ambition

i. Institution Strategic Initiatives	<u>TU Dublin Objective 2030</u> – A dynamic new model of education producing the most sought-after digitally-literate graduates will be embedded in the university, transforming the learning opportunities and experience for all			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<u>TU Dublin Milestone 2023</u> – A new education model will be in place and TU Dublin will be in the top 3 Irish universities for graduate employability	-	Development work on the TU Dublin Education Model in train	Phase 1 of development of Education Model -	Principles of the TU Dublin Education Model adopted

iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Work on the **TU Dublin Education Model** commenced on a developmental basis in the years prior to university designation, when academic colleagues from the founding partners shared different insights and proposals on the important aspects for a new technological university in Ireland. In 2018, this culminated into a working paper from the then 'Teaching, Learning & Curriculum Transformation Working Group', setting out the proposed (a) Educational Philosophy; (b) Curriculum Framework; and (c) Graduate Attributes for TU Dublin.

The philosophy recognises that Technological Education involves the combination of theoretical and practical knowledge and is enabled by a culture of research-led teaching that supports teachers and students to gain mastery in their fields of study and to apply their knowledge and skills in pursuit of sustainable careers. In 2019, following designation, further work was conducted to build on this and a set of 10 Principles for the Education Model was developed, with the final version approved by the new Academic Council in June 2020. These are captured in the diagram below in Figure 2 and details are set out in **Appendix 2**.

Figure 2. – Principles of the TU Dublin Education Model



An implementation framework is now being finalised, with a number of strands of work identified, including:-

- strategic development and practical delivery of a single student database system, comprising the flexibility required to accommodate the diverse range of students envisaged into the future;
- an integrated programme catalogue that reflects a coherent offering from the TU Dublin programme portfolio and supports agile development of new provision and access & progression routes to meet market need;
- development and finalisation of the University approach to modularisation; recommendations for the future portfolio including pan-university modules in sustainability, internationalisation, entrepreneurship etc.; optimisation and operationalisation of shared modules; and consideration of micro-credentials in programmes

- (d) enhancement and roll-out of practice-based skills provision, including progression opportunities with FE in the region; deep engagement with employers for the further development of apprenticeship (craft and new), earn & learn opportunities and student & graduate placements; promotion and recognition of entrepreneurial endeavours; and additional, credible means of recognition of practice-based learning and skills;
- (e) development of a funding and resource model to underpin the educational model, with due consideration of workload models and evaluation of resource allocation, allowances and staff development needs; and development of responsive processes for resource allocation that enhances the student experience and supports diversified income generation

Alongside the development of the Education Model itself, in order to underpin the education model; maintain the standards of the existing programme portfolio; and ensure quality in learning for TU Dublin students, from the date of designation a series of developments were put in place regarding the **TU Dublin Academic Quality Assurance system**.

During the foundation period, the three legacy academic quality systems have operated within TU Dublin to ensure consistency in programmes and robustness in progression of students towards their awards, whilst in parallel a project team was established in January 2019 to develop the unified **TU Dublin Academic Quality Framework**. The principles that underpin the Framework were crafted and signed-off by Academic Council in April 2020. They had been through a rigorous process of evaluation against European Standards & Guidelines (ESG)⁶ and Quality and Qualifications Ireland (QQI)⁷ Guidelines; reflecting the TU Dublin mission, vision, values and Strategic Intent 2030; and in consultation with stakeholders. The agreed principles are provided in **Appendix 3**.

In addition, substantial work on the **Academic Quality Assurance & Enhancement** system has been conducted. This focused on the aim of creating a completely new system for the University that is reflective of its vision and the agreed principles, rather than merely merging existing policies and practices. The processes incorporate an enhanced student voice and student experience; greater use of student analytics; increased delegation of responsibility to faculties and schools and streamlined approval mechanisms; closing of the loop on all feedback processes and an increased focus on external reviews; increased lecturer input into quality assurance and staff training on quality matters; EDI and Universal Design values; and enhanced communication for all stakeholders.

With benchmarking considerations taken into account and extensive consultation across the academic community, the following detailed processes have been crafted to date:-

- Programme Validation Process
- Management of QE of Academic Programmes Process
- Annual Academic Quality Enhancement Process
- Making Changes to Programmes & Modules Process
- Programme Review Process
- School Review Process

It is anticipated that the remaining work will be completed by the end of the academic year 2020/21.

A third and critical element of TU Dublin's academic system that supports the development of the talent pipeline, has been **Academic Council**, providing the overarching governance for all academic matters. Of course, Academic Council has legislative standing under the TU Act 2018 - it is the statutory body charged with establishing and maintaining the academic standards and enhancing the quality of the student experience of the University. Initially a TU Dublin Foundation Academic Council was established in January 2019 and was in operation until replaced by the new full TU Dublin Academic Council in December 2019.

⁶ <https://enqa.eu/index.php/home/esg/>

⁷ <https://www.qqi.ie/>

Prior to the establishment of TU Dublin and in order to fulfil the requirement in the relevant statutory guidelines, the three predecessor institutions, as part of the agreed transition process, established six Academic Boards (AB) to act as the operational/legacy committees of the TU Dublin Academic Council. Each AB reporting directly to the Academic Council had the delegated authority to manage quality assurance in accordance with the existing QA frameworks of the three predecessor institutions. The Academic Boards included:

- Arts and Tourism AB
- Blanchardstown Campus AB
- Business AB
- Engineering & Built Environment AB
- Sciences and Health AB
- Tallaght Campus AB

Under the above interim arrangements, the six boards maintained their existing committee structures. In the case of City campus, existing Academic and Quality Assurance committees, including Academic Quality Assurance Committee continued to operate as has the Graduate Research School, which already had representation from all three institutions prior to the establishment of TU Dublin. As mentioned previously, in tandem with the development of the Quality Framework for TU Dublin, each campus has continued to apply the quality assurance procedures as per the predecessor institutions arrangements as detailed in the Annual Institutional Quality Report submitted to Quality & Qualifications Ireland (QQI), as part of its obligations under the 2012 Act⁸.

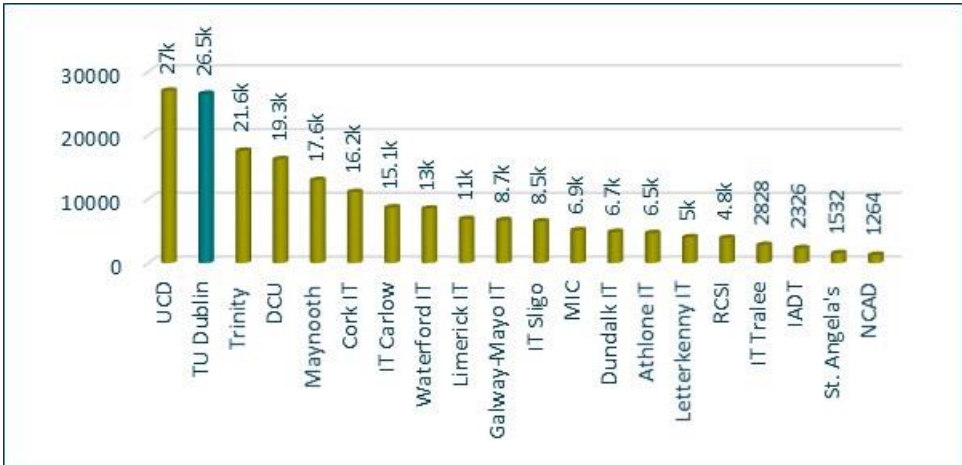
A Joint Graduate Research School (GRS) was established prior to the formal establishment of the TU Dublin to oversee research degree programmes across the three partner institutions. From a quality assurance and quality enhancement perspective, the work of the GRS has focused on unifying approaches to quality oversight of research activity. The Graduate Research Board constitutes cross-campus representation.

Established in December 2019, the new TU Dublin Academic Council is unusual compared to other universities in that its membership is elected and comprises less than 50 members. Since establishment Academic Council has set up three main sub-committees to conduct its business:-the University Programmes Board; Academic Quality Assurance & Enhancement Committee; and the Academic Regulations, Policy & Procedures Oversight Committee. It is expected that a number of additional sub-committees will be formed in due course.

At the end of 2019, TU Dublin commenced work on its first **QQI Cinnte Review**. The TU Dublin Review is intended to be forward looking and will be informed by the TU Dublin strategic plan and a review of current and past practices. Whilst the Covid pandemic impacted on timelines, throughout 2020 substantial preparatory work was undertaken by University colleagues and it is expected that the formal review will take place in 2021.

During the Academic Year 2019/2020 all HEIs were affected by the **Covid-19 pandemic**. Details about how TU Dublin managed to maintain its academic profile through this crisis and adjusted its systems to ensure quality of the provision is provided in Objective 5.

⁸ Qualifications & Quality Assurance (Education & Training) Act 2012 - <http://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html>

Strategic Priority 1b:		TU Dublin Priority – Pathways for all to experience																																													
i.	Institution Strategic Initiatives	TU Dublin Objective 2030 – We will be the most ‘accessible’ university in Ireland, with the largest number of diverse learners																																													
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)																																										
TU Dublin Milestone 2023 – We will have 1/3 of offerings delivered through multiple pathways; diversity ratios will be in the top decile nationally and will be the largest provider of lifelong learning for industry & the professions		-		The key target was to maintain stable Student Profile through integration period	Student Profile broadly maintained																																										
iii.	Interim targets, commentary and data source (maximum of 300 words)	Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31 st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.																																													
Please colour code this box in line with progress achieved.		<p>TU Dublin remains one of the largest Irish HE providers and accounts for 11-12 % of all national enrolments annually. Figure 3 shows the distribution of all student enrolments for higher education in 2019/20. If all student types were taken into account, including apprenticeship and junior music the total student numbers for TU Dublin in the year would stand at 29,669. Full-time enrolments in TU Dublin represent about 1/10 of all full-time enrolments nationally and it is by far the largest provider of part-time education with 1 in 5 of all national part-time students enrolled with the University and over 40% in the Dublin region.</p> <p>Figure 3. – Total National Higher Education Enrolments 2019/20 by HEI</p>  <table><thead><tr><th>HEI</th><th>Enrolments</th></tr></thead><tbody><tr><td>UCD</td><td>27k</td></tr><tr><td>TU Dublin</td><td>26.5k</td></tr><tr><td>Trinity</td><td>21.6k</td></tr><tr><td>DCU</td><td>19.3k</td></tr><tr><td>Maynooth</td><td>17.6k</td></tr><tr><td>Cork IT</td><td>16.2k</td></tr><tr><td>IT Carlow</td><td>15.1k</td></tr><tr><td>Waterford IT</td><td>13k</td></tr><tr><td>Limerick IT</td><td>11k</td></tr><tr><td>Galway-Mayo IT</td><td>8.7k</td></tr><tr><td>IT Sligo</td><td>8.5k</td></tr><tr><td>MIC</td><td>6.9k</td></tr><tr><td>Dundalk IT</td><td>6.7k</td></tr><tr><td>Athlone IT</td><td>6.5k</td></tr><tr><td>Letterkenny IT</td><td>5k</td></tr><tr><td>RCSI</td><td>4.8k</td></tr><tr><td>IT Tralee</td><td>2828</td></tr><tr><td>IADT</td><td>2326</td></tr><tr><td>St. Angela's</td><td>1532</td></tr><tr><td>NCAD</td><td>1264</td></tr></tbody></table> <p>- the student numbers do not include apprenticeship and junior music</p>				HEI	Enrolments	UCD	27k	TU Dublin	26.5k	Trinity	21.6k	DCU	19.3k	Maynooth	17.6k	Cork IT	16.2k	IT Carlow	15.1k	Waterford IT	13k	Limerick IT	11k	Galway-Mayo IT	8.7k	IT Sligo	8.5k	MIC	6.9k	Dundalk IT	6.7k	Athlone IT	6.5k	Letterkenny IT	5k	RCSI	4.8k	IT Tralee	2828	IADT	2326	St. Angela's	1532	NCAD	1264
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Whilst there are some slight increases and decreases in specific areas over the last three years, whilst transitioning its provision from the 3 founding partner institutions into a single unitary university, the TU Dublin student profile across full and part time programmes and across NFQ levels has been broadly maintained. The following table gives the overall student numbers for the last three years.

Table 2. – TU Dublin Student Profile 2017/18 – 2019/20

NFQ	Award Type	2017-2018			2018-2019			2019-2020		
		Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Level 6	FETAC Advanced Certificate (Apprenticeships)		950	950		1,126	1,126		1,143	1,143
Level 6	Higher Certificate	974	822	1,796	941	708	1,649	807	813	1,620
Level 7	Ordinary Degree	3,750	1,029	4,779	3,640	1,049	4,689	3,551	1,103	4,654
Level 8	Honours Degree	13,070	928	13,998	12,946	949	13,895	13,029	833	13,862
Level 9	Higher Diploma	14	37	51	5	34	39	3	351	354
Level 9	Masters (Taught)	634	1,184	1,818	706	1,240	1,946	809	1,179	1,988
Level 9	Masters (Research)	73	55	128	62	46	108	55	23	78
Level 10	PhD Postgraduate	370	185	555	366	197	563	363	180	543
Level 6 *	Other Undergraduates: certificates, diplomas, foundation, occasional, training	171	2,534	2,705	147	2,826	2,973	172	2,303	2,475
Level 9	Other Postgraduates: certificates, diplomas, occasional, training	81	706	787	49	687	736	53	902	955
Grand Total		19,137	8,430	27,567	18,862	8,862	27,724	18,842	8,830	27,672

- Some programmes in this category do not attract a level 6 award

Traditional craft **apprenticeship** is still significant in TU Dublin (2019/20 saw 1,143 apprentices registered) and the University delivers $\frac{1}{4}$ of the provision nationally. Bouncing back from the low levels following recession, there has been steady growth in apprentices in a number of the craft areas over the last few years and TU Dublin is attempting to meet that demand. It is the only Dublin university to provide this offering. In addition 'new apprentices' across different NFQ levels are an increasing feature in the portfolio with programmes in Logistics; Telecomms & Data Networks; and one for the Computer Generated Imagery (CGI) Technical Artist.

In terms of **undergraduate** provision, in line with the traditional Dublin universities, TU Dublin student numbers have remained reasonably steady since 2017/18. The comparative **Level 8** student numbers have stayed consistent in the full-time category for TU Dublin, although it is noted that some other Dublin region providers such as Maynooth University have had strong growth (~7% in the period and primarily in the Business field). In terms of **part-time level 8** provision, TU Dublin has seen a 10% drop in the student numbers in the period, but less than the national figure of 13%. It is still the largest provider in this category, at 25% of the national provision and over 2/3 of all students in this category in the Dublin region.

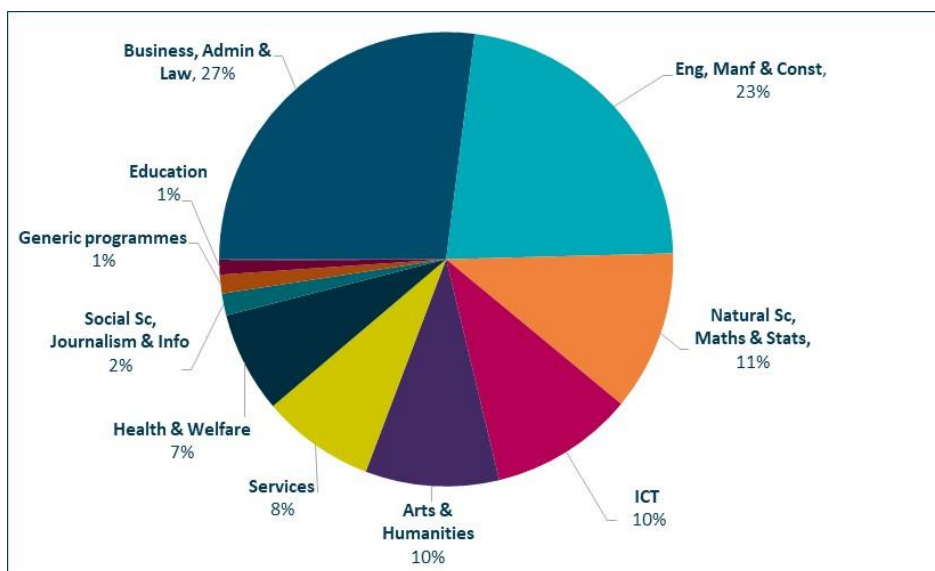
TU Dublin is the largest provider of **level 6 & 7** education nationally, enrolling 1/5 of all these students. In line with the national trend, there has been a small growth in TU Dublin, primarily accounted for through part-time provision whilst the full-time numbers at these levels have declined slightly, a point that will be revisited in the fields of study paragraph.

Postgraduate (taught) provision at TU Dublin represents over 9% of the national enrolments – 5% full-time and 15% part-time (and 19% and 28% respectively, amongst the Dublin universities). Whilst there has been growth in the period (almost 19% in full-time and over 25% in part-time), it is recognised that TU Dublin is starting from a low base, particularly in the full-time category – for example UCD has four times more student enrolments here than TU Dublin. Nonetheless, the University sees this as an area of future growth and will be looking to develop accordingly. Obviously the part-time category is strong for TU Dublin (2,482 students vs. UCD's 2,823 in 2019/20) and the University will continue to meet demand, including that provided through Springboard initiatives etc.

Postgraduate research provision is discussed in detail under System Objective 3.

A review of TU Dublin by **fields of study** (ISCED used for comparative purposes) shows its continued strength in STEM, whilst Business is the largest single field overall. Figure 4 also shows a strong presence in Arts & Humanities representing 10% of its student population – this is primarily in the areas of creative and performing arts. (In addition to these enrolment number, the TU Dublin Conservatoire also has up to 900 Junior Music students, making the University a significant presence in the Arts). Services still represents 8% of the TU Dublin student cohort, but has seen a decrease over recent years. This is due primarily to a decline in student numbers in the hospitality sector, with some programmes at levels 6&7, showing drops of more than 30%. It is a national trend and the sector is particularly concerned about attracting new talent into the system. To address this for example, Failte Ireland has established a Career Oversight Group and there is a new marketing campaign to promote careers in the industry. TU Dublin continues to engage with the sector on the issue. Of course, the fall-out from Covid-19 will be significant and will need to be monitored closely to see how best TU Dublin can support efforts to rebuild the businesses and the talent pipeline – initiatives such as the HCI-funded CONVENE project will be important in that regard.

Figure 4. – Total TU Dublin Student Enrolments 2019/20, by ISCED



- the student numbers do not include apprenticeship and junior music

Relative to other HEIs, TU Dublin represents a large proportion of the provision in several ISCED categories, including at national level - Engineering, Manufacturing & Construction (22%); ICT (18%) and Services (23%). The comparative numbers for 2019/20 for both the National provision and that amongst the Dublin universities is provided in the following charts.

Figure 5 - TU Dublin - % of National Enrolments by ISCED 2019/20

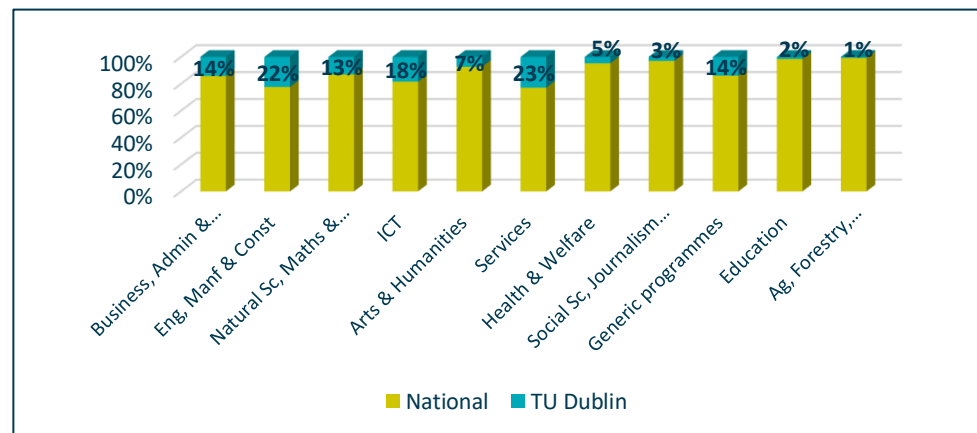
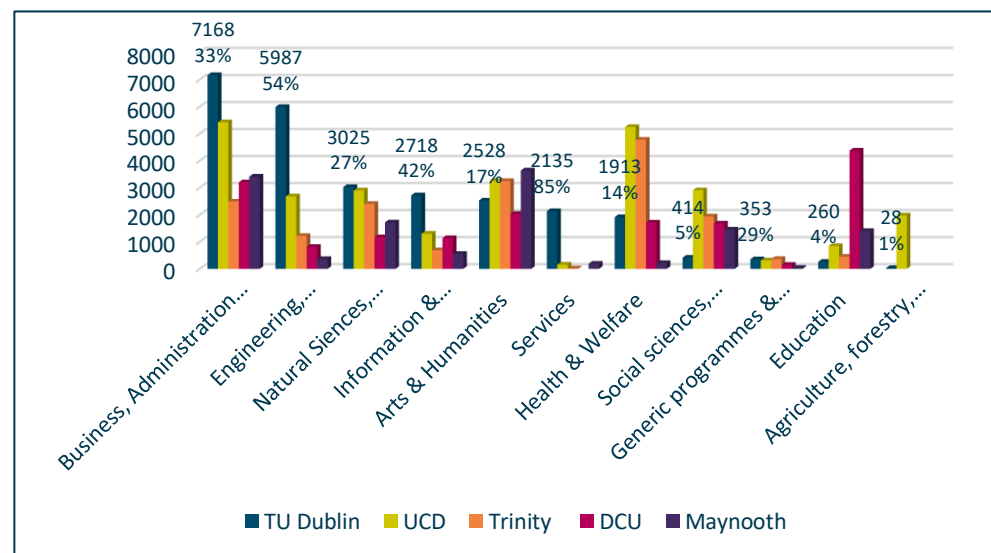
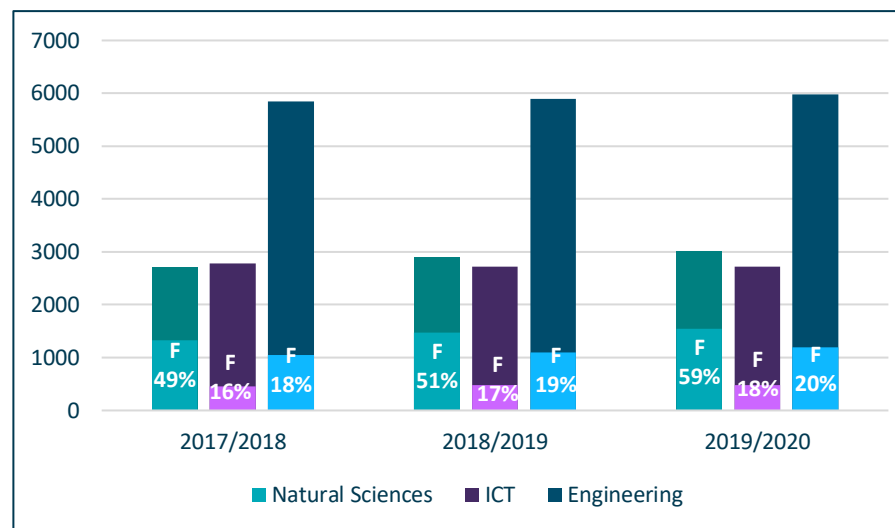


Figure 6 - Dublin Region Universities by ISCED Provision 2019/20



TU Dublin is placing equality, diversity and inclusion at the heart of all its activities. Considerable progress has been achieved in recruiting female students into the fields of both Engineering Manufacturing & Construction and ICT, which have traditionally been male dominated. Within the field of Engineering in 2019/20, female participants accounted for 20% of enrolments, up 8% on the previous year. This pattern of growth has been continuing since 2014/15. ICT is showing similar trends with females accounting for 18%, with ongoing growth year on year.

Figure 7 - TU Dublin Female Enrolments as % of Total, in STEM areas



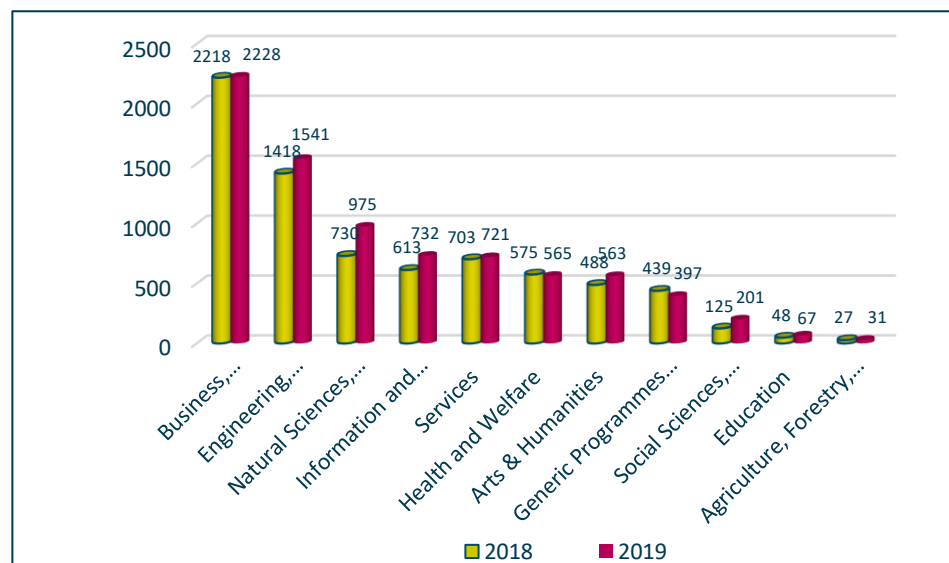
A number of initiatives have been taken in recent years to impact on the gender balance. One example is **ESTeEM**⁹, a unique mentorship programme for female students in Engineering and Computing with the purpose of bringing students together with women role models who are actively working in engineering and computing roles in companies such as; ABB, Amazon, Arup, Eaton Intelligent Power, Eirgrid, ESB, MasterCard, SAP, and Schneider Electric. It is hoped that these positive trends will continue and TU Dublin intends to fully embrace new support initiatives in that regard such as the **'TECH4HER'** Scholarship Programme¹⁰ launched in December 2020 in partnership with UCD and Huawei Ireland.

TU Dublin graduates make an important contribution to the Irish economy and beyond. The number of graduates per annum is around 8,000 and are broken down in the following chart by ISCED field. As can be seen Business, Administration & Law; Engineering, Manufacturing & Construction; Natural Sciences and ICT are the sectors that benefit from TU graduates, fields from which the largest numbers of graduates emanate. Growth in graduates in the STEM field corresponds to the overall growth in student numbers in these fields, along with increased progression rates in different programmes. TU Dublin graduates are very successful post-graduation with high levels of employment and further study and there are many well-known alumni¹¹ from the different years.

⁹ <https://www.tudublin.ie/explore/about-the-university/equality-and-diversity/projects/esteem/>

¹⁰ <https://www.tudublin.ie/explore/news/huawei-launches-new-tech4her-scholarship-programme-for-female-stem-students.html>

¹¹ <https://www.tudublin.ie/connect/graduates/notable-alumni/>

Figure 8 - TU Dublin Graduates by ISCED - 2018 & 2019

Given (a) the substantial change involved in the creation of a new University; (b) the challenges of establishing the new TU Dublin brand in the marketplace; (c) delivering on the largest HE infrastructural project in the country, and (d) continuing to run operations as usual, the delivery of a broadly stable TU Dublin Student Profile has to be recognised as a significant accomplishment.

2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Our vision is to **Create a Better World, Together**. We recognise that finding solutions to today's challenges cannot be achieved alone. Engagement with national and international communities is vital in order to achieve impact. Under our Strategic Intent, two key priorities related to the system objective on engagement are:-

- **Being Global - Growing our international activities, partnerships and students**
- **Tackling Global Challenges - Delivering an agreed portfolio of KT outcomes that deliver solutions for SDGs**

The overall aim of 'Internationalisation' in TU Dublin is to enhance the quality of the education, research and innovation activity of the university, providing access to international and multi-cultural perspectives and practices and equipping students and staff to adapt to the changing aspects of the national and global market. Internationalisation objectives cover the curriculum, research and technology transfer, community engagement, regional development, staff, offshore activity and the international student. For this report the focus is on the international student element.

TU Dublin has been building its internationalisation activities steadily and in 2019/2020, given the restrictions imposed by the Covid-19 crisis, a reasonable level of international student recruitment and retention was achieved. Substantial efforts were made to provide the appropriate supports for the international student community, whilst international marketing has continued with projections for some slight growth in numbers for the coming year. Needless to say other international activity has been constrained, save for initiatives such as the European University of Technology. With greater online interaction now a more common feature of international engagement and the expected lifting of travel restrictions to occur before year-end, opportunities will open again and TU Dublin will review and revise targets accordingly within its internationalisation action plan.

Under the 'Planet' pillar of our Strategic Intent, the goal is to be a powerhouse for living and breathing sustainability by working with stakeholders to solve some of the world's most pressing problems, championing these issues at local, national and global level. TU Dublin has a track record for successful knowledge transfer activity with substantial numbers of new start-up businesses created and significant transfer of technology through licencing. This activity continued in the period, with TU Dublin once again leading the way nationally in terms of the levels of knowledge transfer output from the research base.

Strategic Priority 2a: TU Dublin Priority – Being Global

i.	Institution Strategic Initiatives	<u>TU Dublin Objective 2030 – Our international activities and partnerships in key regions will have flourished and international students will represent at least 1/5 of the student population</u>			
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
	<u>TU Dublin Milestone 2023 – 15% of our new student intake will be international students</u>	-		2023 Target = 15%	13.4 % achieved

iii. Interim targets, commentary and data source (maximum of 300 words)

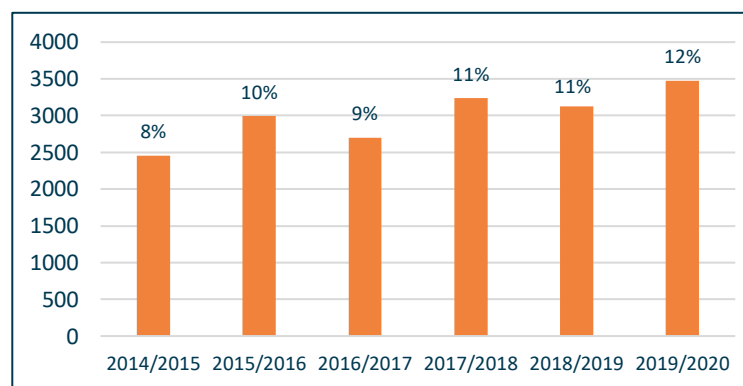
Please colour code this box in line with progress achieved.

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

The international dimension of TU Dublin is exemplified by the diversity of non-Irish students in the population. The numbers of non-Irish students has been growing over the years, within the founding institutions initially and then within TU Dublin itself. Figure 9 below shows the trend in total numbers over the last six years. These numbers reflect the registered students (all years of their programme) that on application were domiciled outside of Ireland. They include students that pay the international (non-EU) fees; incoming exchange students including Erasmus; and 'other' students from EU and elsewhere that were domiciled outside of Ireland.

A drop in numbers can be seen in 2016/17, which followed the cessation of the 'Science without Borders' programme that had been supported by the Brazilian government and had seen many Brazilian students enter Irish HEIs. Overall the numbers have been growing for TU Dublin and we have noted an increase in applications (20-40%) since university designation (first and second years post-designation, respectively). It is hoped that TU Dublin will be able to realise the benefit of university designation (an important status in the international arena) in the post-Covid period.

Figure 9 - TU Dublin International Students 2014/15 – 2019/20 and % of Total Enrolments



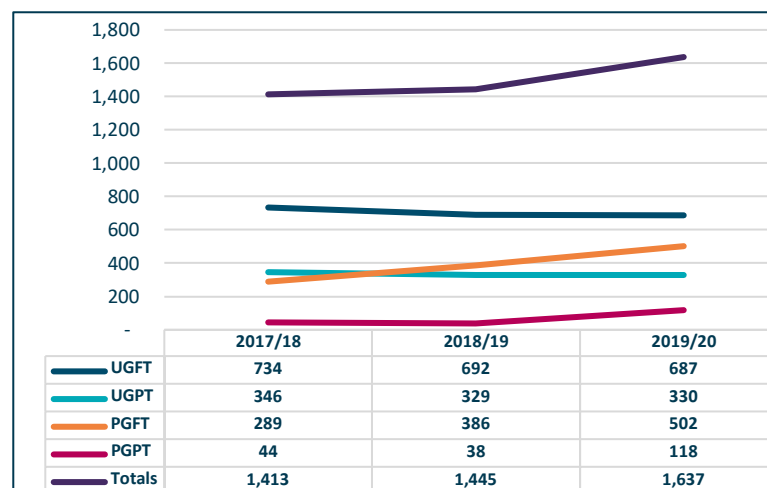
Within the TU Dublin Strategic Plan there is a target that 15% of New Student Intake will be international students. The numbers of **new student intake** (1st year intake) for the last three years can be seen in table below, giving a 16% increase in the period. As a percentage of total new intake (which itself has been increasing), there has been a small increase in the last year to 13%, moving towards the University's 2023 target of 15%.

Table 3 – TU Dublin International New Student intake as % of Total New Student Intake

New Student Intake	2017/2018	2018/2019	2019/2020
International Students	1,404	1,445	1,637
All TU Dublin Students	11,720	11,986	12,209
International as % of Total	12.0%	12.1%	13.4%

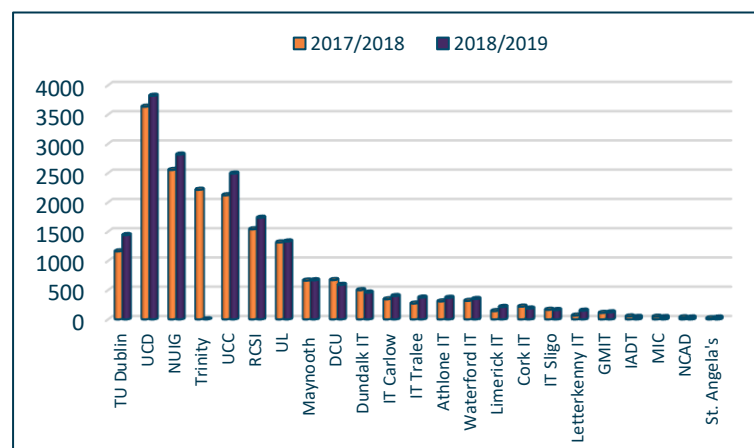
In terms of the breakdown between categories, this can be seen in the chart below. There is an overall increase in the total student number, with a clear incline in the postgraduate area, where the numbers have almost doubled in the period - this is a feature experienced nationally.

Figure 10 – TU Dublin – New Student intake of International Students - 2017/18 – 2019/20



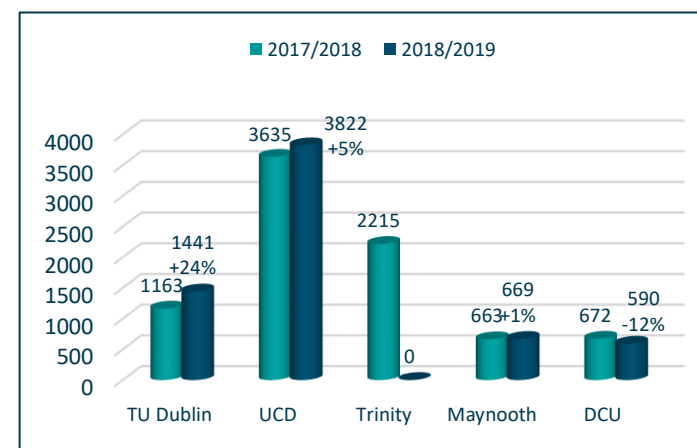
In terms of International (Non-EU Fee paying) students and relative to its overall scale TU Dublin has been small player in the past, compared with other Irish HEIs. This may be attributed somewhat to a lower level of focus in this area, but probably more to do with the absence of university designation (until 2019). As can be seen from Figures 11 and 12, UCD dominates in terms of overall student enrolment. However, although starting from a low base TU Dublin is starting to grow its numbers in this space.

Figure 11. – Non-EU Fee Paying Students – All Irish HEIs



* Trinity College data is not available for 2018/19

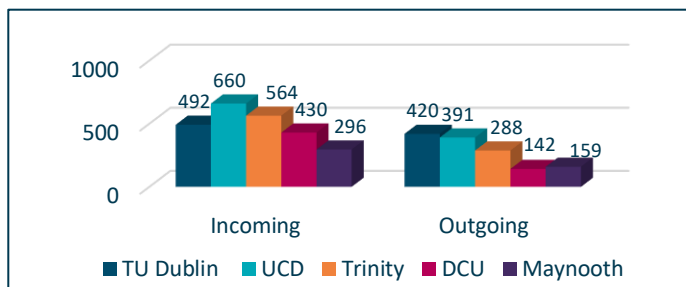
Figure 12. – Non-EU Fee Paying Students – Dublin Unis



* Trinity College data is not available for 2018/19

TU Dublin has been hosting around 450* incoming exchange students annually, most of whom are enrolled through the Erasmus programme. As can be seen below TU Dublin represented ~ 20% of the Erasmus students amongst the Dublin universities in 2017/18 (most recent figures available).

Figure 13. – Erasmus Students in Dublin Universities – 2017/18



A focus for the University going forward will be to increase the outgoing student exchange, to increase the numbers availing of international study or traineeship experience. In 2019/20, the breakdown of outgoing Erasmus students between study and traineeships was 60%:40%. With university designation, it is expected that exchange students from universities in North America and other regions, will be an increasing feature.

A map representing all international students in TU Dublin is provided here.

Figure 14 – Home countries of TU Dublin International Students – 2019/20



Of course the Covid pandemic has had a disastrous impact on international mobility. The first priority for TU Dublin was the wellbeing of students and the University put in place a number of measures in that regard, including:- arrangements with private providers for safe accommodation for students; protocols for travel & safe arrival to Dublin and arrangements for travel within Dublin; online orientation and engagement with key support staff; and protocols regarding suspected or confirmed Covid diagnosis. In addition online social events have been organised in the absence of the normal social activities.

Due to the travel restrictions all student recruitment moved online from March 2020. The general levels of engagement at the recruitment events has been quite strong, however the numbers attending are significantly reduced compared to pre-pandemic. It is clear that there continues to be significant hesitancy about overseas travel in particular from the East Asia region. This is reflected in a 30% decrease on applications for the September 2021 intake, compared to the same period last year. While the University has a clear ambition to significantly grow international student numbers the continuing pandemic and ongoing disruption to economies and travel will make achieving such targets a significant challenge.

Strategic Priority 2b:		TU Dublin Priority – Tackling Global Challenges			
i.	Institution Strategic Initiative	TU Dublin Objective 2030 – We will be known for the creation of new knowledge and the development of timely & practical solutions that address the SDGs			
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
	TU Dublin Milestone 2023 – We will be active participants in relevant global networks; and our research activities will have grown and be concentrated in 5 key fields, delivering a weighted portfolio of research outputs	-		Deliver an agreed portfolio of KT outcomes that deliver solutions for SDGs (as per targets agreed with KTI)	Targets achieved
iii.	Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	<p>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</p> <p>The Dublin Region Innovation Consortium (DRIC) is an alliance of academic Institutions in the Dublin region with a common purpose “to stimulate economic development in the Dublin Region by commercialising research from across the Institutes”. Led by TU Dublin, the consortium also includes the Institute of Art, Design and Technology (IADT); the National College of Ireland (NCI) and the Dublin Institute for Advanced Studies (DIAS). DRIC's vision is to maximise the societal impact and economic return on investment in research at its partner institutes by supporting client companies and start-ups to develop novel and differentiated products and services based on DRIC research. Through DRIC, TU Dublin is committed to the development of new products, services and companies and delivering real impact through investment in the region, the creation of high value jobs and the delivery of enduring economic and societal impact. Supported by Enterprise Ireland and Knowledge Transfer Ireland, DRIC has been in existence for several years and has consistently been a leader in knowledge transfer metrics in the Irish education environment. The comparative performance of DRIC for 2019 is provided in the following table, with TU Dublin surpassing its target for licencing in the period.</p>			

Table 4. - 2019 comparative performance of the Irish consortia, per €10M research expenditure

Consortium	Research Expenditure	Licences, Options & Agreements	Spin- outs	No. Collaborative Research Agreements with industry	Invention Disclosures	Total No. New Patent applications filed during the year	Total No. New Patents granted in the year	Market Launches of products or services in year based on RPO licence	No, Consultancy Service Agreements with Industry
DRIC	€18.5M	9.2	2.2	20.0	16.8	16.8	1.6	1.1	24.3
DCU-led	€41M	7.1	0.2	13.4	8.8	2.4	6	3	0.2
Ignite West	€81M	2.8	0.1	10.1	7.9	2.2	11	3	1.1
MU - led	€57M	3.2	0.4	25.1	4.6	1.8	2	0	60.5
TCD - led	€125M	2.2	0.5	7.9	6.0	1.7	21	8	0.7
UCD - led	€101M	2.5	0.5	7.0	8.0	2.4	10	4	3.4
BRIDGE Network	€166M	4.2	0.4	5.9	7.2	1.9	14	5	17.8
UL - led	€39M	1.5	0.5	14.4	6.7	2.8	8	1	2.6

* Consortia members are as follows:- DCU-led (DCU & DKIT); Ignite West (NUIG, GMIT, ITS, LYIT); MU-led (MU, AIT, ITC, WIT); TCD-led (TCD, RCSL); UCD-led (UCD, NCAD); Bridge Network (UCC, CIT, Teagasc, ITT); UL-led (UL, LIT)

A range of licences were executed in 2019/20, contributing to the SDGs. These included:-

- A method for extracting high value proteins from organic waste - (**SDG12- Responsible consumption and production**)
- On-site detection of parasitic infection of mammals - (**SDG2- zero hunger**)
- Spectral Imaging and Machine Learning to Build High Clarity and Comprehensive Grassland Mapping -(**SDG2 – zero hunger**)
- Biocide Formation Development- (**SDG12- Responsible consumption and production**)

This latter licence is a collaboration with an Irish SME to create natural biocides. Our [MiCRA](#) Gateway, Tallaght campus, worked with the company to help develop and test a range of natural biocides that can be used on the exterior of buildings to remove fungi and algae that cause discolouration and other problems. Existing solutions involve spraying buildings with hazardous chemicals, increasing the release of these chemicals into water and soil. Through an Enterprise Ireland funded project, a number of candidate formulations have been successfully developed and licensed to the company.

In addition to the strong technology transfer activity, TU Dublin hosts three business incubators¹², one on each campus of the University - the Greenway Hub on the Grangegorman Campus; the LINC on the Blanchardstown campus and the Synergy Centre on the Tallaght Campus. It also hosts an off-campus incubation facility for scale-up companies, Synergy Global, based in City West, Dublin 24. The suite of supports delivered through these facilities ranges from mentorship, on-site expertise, pre-accelerator programmes and funded programmes through to physical space, onsite technical facilities and access to knowledge and key business networks. In 2019, TU supported over 100 companies across the four incubation centres.

Underpinning the successes of many of the client and alumni companies is the residency of the Enterprise Ireland funded New Frontiers programme, on all three campuses of the University. In 2019, c200 entrepreneurs engaged at a point of the three stage programme. The programme supports emerging entrepreneurs through the evolution from concept through to investor readiness, contributing significant qualified

deal-flow into the Irish investment ecosystem. The companies supported through the programme also contribute towards the generation of wealth and employment in the regions served by the University.

The development of entrepreneurial endeavours amongst our student body at TU Dublin were also supported through the Synergy Student Enterprise Awards, dedicated programmes such as I-Cubed and the Enterprise Garage and the 2019 launch of the International Innovation Summer School.

An example of the businesses supported by TU Dublin is **Snapfix** – this company provides a simple, photo-based platform for the maintenance and upkeep of buildings. It uses photos, tiles and messages – just like WhatsApp – to manage everything in the building from maintenance, to fire safety, to housekeeping, cleaning, renovations and fit-outs. CEO Paul McCarthy won the New Frontiers Lead Entrepreneur Award in January 2020. With a strong team, the company had raised €800,000 and were looking to the next funding round of €2M. A snapshot from the award event is shown below – details of the company and the award can be seen by clicking the link below.

Figure 15. – Award Winner - Paul McCarthy, CEO of Snapfix



<https://www.youtube.com/watch?v=xY-xwGDtEuk&t=110s>

Another example of a TU Dublin supported company is Innovation Award winner, **Kastus Technologies**, who raised €1.5m in investment in 2019, led by the Atlantic Bridge University Fund. The company uses TU Dublin's surface coating technology that is applied to glass and ceramic surfaces, enabling the surface to self-sanitise. The technology became very important in light of Covid-19 and the company worked with several businesses, finalising a deal in 2020 with Chinese computer manufacturer Lenovo for the anti-viral & anti-bacterial coatings for their display screens. See more here - <https://www.executiveinterviews.com/delivery/v1/mini/default.asp?CI=Y&order=UK09334a#>

Other highlights in the period from TU Dublin supported start-ups include:-

- **Coroflo** who received €2m in funding from the European Innovation Council Accelerator programme.
- **MedModus** closed a €1m funding-raising round which came through Davy's EIS Fund and Enterprise Ireland.
- **AutoEntry** had a multimillion euro exit to Sage.

¹² <https://tudublin.ie/research/innovation-and-enterprise/knowledge-exchange-and-start-up-support/>

3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

As Ireland's first Technological University, TU Dublin has a central role to play in achieving Ireland's national research objectives and targets in terms of increased postgraduate research enrolments, funded doctoral positions, and overall HE research income including drawdown from EU-funded programmes, and increased enterprise engagement and investment in research. TU Dublin carries out research 'relevant at regional, national and international levels and pursues excellence in the conduct of that research' (Technological Universities Act 2018) and is committed to delivering a step-change in research and innovation to benefit our region, industry and wider society. As a thoroughly connected institution, our three full-service campus locations at Grangegorman, Tallaght and Blanchardstown reach out regionally, nationally and internationally leveraging excellent physical infrastructure to meet stakeholder and national needs to deliver on the mission of the university.

Impact-focussed and engaged research and innovation is at the heart of everything we do and as set out in the Strategic Plan to 2030, TU Dublin has put in place actions to implement the key research & innovation objectives. For the purposes of System Objective 3, we highlight two areas of focus in research and innovation:

- **Pathways for All to Experience - We will be the most accessible university in Ireland, with the largest number of diverse learners** – For this section the relevant sub-objective is about 'Consolidating and developing the postgraduate research student base'
- **Tackling Global Challenges - Our Research Community will be internationally recognised in 5 key research fields** – This focuses on how TU Dublin is 'concentrating research activity in 5 fields'.

Strategic Priority 3a:

TU Dublin Priority – Pathways for all to experience

i. Institution Strategic Initiative	<p>Consolidating and developing the postgraduate research student base according to an agreed TU Dublin profile.</p> <p>In the two year period since designation and covering the reporting period of September 2019 to August 2020, TU Dublin's priority has been to consolidate progress made in growing research student numbers and to put in place a foundation for long term strategic growth with particular reference to the trajectory from 4% to 7% over a ten-year time frame as per TU legislation. Three key areas of focus in our strategy to consolidate and grow the postgraduate research student base have been to:</p> <ul style="list-style-type: none"> ○ Consolidate and enhance the quality of PhD programmes at TU Dublin ○ Grow participation in leading national and international programmes of doctoral education and training, and ○ Develop a critical mass of doctoral activity in areas of verifiable research strength. <p>These underpin the quality and competitiveness of our PhD programmes and provide the essential foundation for long-term sustainable growth.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
TU Dublin Milestone 2023 – We will have 1/3 of offerings delivered through multiple pathways; diversity ratios will be in the top decile nationally and will be the largest provider of lifelong learning for industry & the professions	-	Attainment of target Student Profile – 4% of total L8-10 enrolment postgraduate research (PGR)	Consolidate PGR, maintaining combined enrolments of founding partners of TU Dublin of ~4% whilst preparing groundwork for longer-term growth to 7%	March 2020 SRS = 621 Total registered - Aug 2020 = 694

iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

Consolidate and enhance the quality of PhD programmes at TU Dublin

- Pre-designation, TU Dublin established its [Graduate Research School](#) and implemented a University-wide integrated doctoral programme of education and training underpinned by a robust quality assurance system and common postgraduate research regulations.
- TU Dublin has fully endorsed the National Framework for Doctoral Education (NFDE) and implements the principles of the NFDE through very robust quality assurance mechanisms as described in the current edition of our [Graduate Research Regulations](#) (GRR). This is implemented consistently across the University and during the reporting period has been under review to ensure it incorporates the change to Technological University status. PhD Programme learning outcomes are in line with National Framework of Qualifications for Level 9 and 10 and are also aligned with skills & attributes, as given in the NFDE and articulated in the IUA PhD Graduates' Skills statement.
- TU Dublin has also benchmarked its research degree programmes to ensure consistency with international norms and best practice through its active participation in the National Framework for Doctoral Education Advisory Forum and the National Forum for Ensuring Research Integrity. Internationally, TU Dublin is a member of and very active participant in the EUA Council for Doctoral Education. TU Dublin participates in three National Centres for Research Training, funded by Science Foundation Ireland as well as international Innovative Training Networks and ESRC Centres for Doctoral Training. TU Dublin also complies with the Research Degree Programme Policy and Criteria of QQI and also Ireland's Framework of Good Practice for Research Degree Programmes. In this way we ensure that we can benchmark and be consistent with national and international norms for research programmes.
- The [PhD Programme at TU Dublin](#) is a structured programme of research and includes activities that support the acquisition of a range of specialist and transversal skills. The programme has been successfully implemented across the university.

Grow participation in leading national and international programmes of doctoral education and training

- Targeted capacity-building initiatives have been implemented to support areas of strategic focus, such as enterprise partnerships in doctoral education, support for first-time supervisors, supervisor mentoring, and initiatives to stimulate participation and competitiveness in national and European doctoral education programmes.
- During the reporting period (1 Sept 2019 – 31 August), TU Dublin was successful in a number of competitive applications of major strategic significance in the development of doctoral education:
 - TU Dublin partnered successfully in the establishment of three national collaborative doctoral programmes in the area of ICT funded under the SFI Centres for Research Training (CRT) programme. The three programmes – [D_REAL](#), [ML-LABS](#) and [ADVANCE CRT](#) programmes – were established to develop a pipeline of highly trained, well-networked research talent in areas of strategic priority for Ireland and to establish world-class, cohort-based, interdisciplinary training programmes within environments of research excellence.
 - Through its participation in the MaREI SFI Research Centre, TU Dublin is also an active member of the SFI-ESRC initiatives such as the [ERBE Centre for Doctoral Training](#) bringing together world-leading academics from established energy research centres at MaREI, Loughborough University (LU) and University College London (UCL).
 - In May 2020, TU Dublin led two successful consortia for two Marie Skłodowska-Curie actions to establish European doctoral training networks. TU Dublin now coordinates [SELLSTEM](#), a European Innovative Training Network (ITN) to train a new generation of early stage researchers (ESR) to bring fresh thinking to the twin issue of low enrolment and gender imbalance in STEM education. TU Dublin also coordinates [CISC](#), a European Industrial Doctorate (EID) which will train 14 world-leading collaborative intelligence scientists in safety-critical situations and provide a blueprint for postgraduate training in this area.

- In July 2020, it was announced that TU Dublin was successful in its application with European partners to establish the [European University of Technology](#) (EUT+) under the [European Universities initiative](#). Among its objectives, the European University of Technology will implement a transformation agenda to establish knowledge creating teams at the European level, shared doctoral programmes, a European Culture and Technology Laboratory to foster transversal and interdisciplinary research and the creation of a number of common EUT+ Research Institutes.

Develop a critical mass of doctoral activity in areas of verifiable research strength

- TU Dublin's Strategic Plan also promotes the development of critical mass in our research areas (see Strategic Priority 3b) in order to further enhance the learning environment in which research education is delivered. TU Dublin currently defines 4 research areas, namely *New Materials and Devices, Environment, Energy and Health, Information, Communications and Media Technologies and Society, Culture and Enterprise*. Each of these areas has a foundation of a learning community of research students and their supervisors, postdoctoral researchers and PIs, and research assistants, who share common research interests and goals. This critical mass of researchers is TU Dublin's template for use-inspired research and an interdisciplinary approach to providing solutions to national and global issues.
- TU Dublin considers its postgraduate research students to be the start of our research and innovation chain and an inherent part of our research community. Annual Evaluations are conducted in public and therefore our research students can present their work to the wider research community. Annually we also have a Graduate Research Symposium and sessions are aligned to our 4 research themes and again our students can present their work, in oral and poster format, to the wider research community.
- Research students are co-located with the wider research community in Research Institutes.
 - On the City Campus, the [FOCAS Research Institute](#) underpins postgraduate research, undergraduate project work and undergraduate and graduate course curriculum development and houses state-of-the-art microscopy and spectroscopy equipment in core laboratory spaces and provides administrative and technical support to more than 180 staff and students who work in research centres. The Graduate Research School is also located in FOCAS.
 - Also, on the City Campus, the [Environmental Sustainability and Health Institute \(ESHI\)](#) is a dedicated research institute for interdisciplinary environmental health sciences research and provides scientific and technical expertise to all of our research community, including students, working in areas such as lifestyle & policy, water quality, air quality, radiation & noise, bio-monitoring, energy and food safety & quality.
 - The [Greenway Hub](#) is a state-of-the-art facility for research and innovation that has been developed on the new campus at Grangegorman and is now home to the EHSI and Hothouse which offers New Frontiers programmes for entrepreneurs and business incubation units for new business start-ups. The Greenway Hub is purposely located in the centre of campus so that innovation and research are at the heart of academic and student activity. While the laboratory and incubation spaces are specific to their purposes, the building also includes seminar rooms and meeting rooms which can be available to colleagues and students based on the campus.
 - The [Centre of Applied Science for Health](#) on the Tallaght campus is collaborative effort between biology and chemistry research groups at TU Dublin - Tallaght Campus, NUI Maynooth, the National Institute of Cellular Biotechnology at Dublin City University and Tallaght Hospital. Again, our research students are co-located with other researchers and also the Synergy Centre, which is a state-of-the-art business and bio-incubation facility, on the campus at TU Dublin Tallaght.
 - The [LINC \(Learning and Innovation Centre\)](#) on the Blanchardstown campus is a tangible link between the University and the Business community and again our research students are co-located with other researchers at LINC on the Blanchardstown Campus.
- Through the combination of these efforts to develop the postgraduate research student base through quality enhancement initiatives, building participation in competitive national and international doctoral programmes and concentrating and consolidating research activity, including PhD study, in fields of verifiable strength and national significance, TU Dublin has achieved significant progress in achieving greater coherence as well as enhanced competitiveness and sustainability in its research and innovation trajectory.

Strategic Priority 3b:		TU Dublin Priority – Tackling Global Challenges			
i.	Institution Strategic Initiative	Concentrate our research activity in at least 5 research fields addressing the SDGs The TU Dublin Strategic Plan to 2030 describes an ambitious vision to create a better world, based on three pillars of People, Planet and Partnership . Core to this vision is the drive to support technological and innovative advances that will help society, nationally and internationally to thrive, through the infrastructures of Research and Innovation, staff and students. For this section we are focused on progress regarding re-organising and prioritising research and innovation in fields addressing the SDGs			
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
	TU Dublin Milestone 2023 – We will be active participants in relevant global networks; and our research activities will have grown and be concentrated in 5 key fields, delivering a weighted portfolio of research outputs	-		Implementing supporting actions to concentrate our research activity in at least 5 research fields addressing the SDGs	Actions implemented, project teams formed and strategic re-alignment strategy developed
iii.	Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>The strategic initiative to “concentrate our research activity in at least 5 research fields addressing the SDGs” is a key measure designed to strengthen and develop TU Dublin research capacity and capability in terms of scale and international recognition. Through this process, TU Dublin will review its research activity against appropriate national and international benchmarks and concentrate and consolidate this research focus in fields of verifiable strength and national significance in order to achieve greater coherence and enhance competitiveness and sustainability. In tandem with major institutional organisational processes underpinning the implementation of TU Dublin’s strategy, the university is consolidating its research support services and implementing a unified governance and management approach for research to support this concentration of research focus.</p> <p>THE UN Sustainable Development Goals capture at the highest level the challenges facing the world today and provides the key backdrop against which TU Dublin’s Strategic Plan has been shaped using the three interrelated themes of People, Planet, and Partnership. For the purposes of shaping its research vision, TU Dublin has drawn on the work of the UN Sustainable Development Solutions Network (SDSN) which has proposed six societal transformations to guide SDG interventions. Specifically, the Transformations are:</p> <ul style="list-style-type: none">• Transformation 1. Education, Gender, and Inequality• Transformation 2. Health, Wellbeing, and Demography• Transformation 3. Energy Decarbonisation and Sustainable Industry• Transformation 4. Sustainable Food, Land, Water, and Oceans• Transformation 5. Sustainable Cities and Communities• Transformation 6. Digital Revolution for Sustainable Development <p>Each SDG Transformation describes a major change in societal structure (economic, political, technological, and social) to achieve long-term sustainable development, and contributes to multiple SDGs. Each comprises key SDG interventions (e.g. Electrification and zero-carbon fuels, Healthy food promotion and regulation) that together generate intermediate outputs (e.g. Energy decarbonisation), which in turn serve as inputs into</p>			

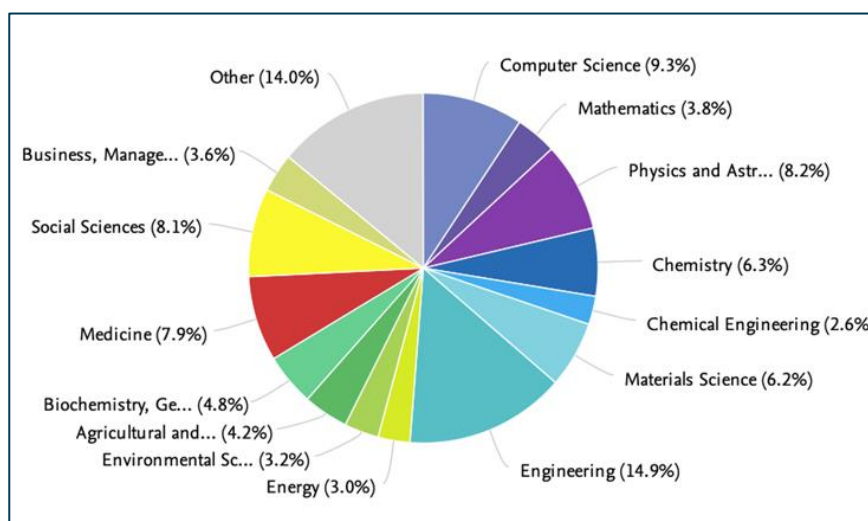
achievement of the SDGs. The Transformations are designed to achieve long-term structural changes in resource use, infrastructure, institutions, technologies, and social relations that must be undertaken in a short period of time.

In this way, TU Dublin is proposing these societal transformations as the key fields articulating the research challenges which the university will address. Transformations 2 to 6 represent the evolution of TU Dublin's research thematic (see Strategic Priority 3a) with Society, Culture and Enterprise acting as a transversal strand through all our research. Research themes are now focused through the lens of the UN SDGs and highlight the challenge-based approach that underpins the university's commitment to use-inspired and solutions-focused research and innovation.

This strategic alignment of research takes into account national research prioritisation, Horizon Europe clusters to address Global Challenges and European Industrial Competitiveness and corresponding mapping to the UN Sustainable Development Goals. For the purposes of verifiable reporting, TU Dublin has also targeted the U-Multirank system as a benchmark for innovation metrics. Since its widespread implementation within the Irish higher education sector, TU Dublin has featured strongly within the U-Multirank system. U-Multirank's 2020 edition presents data on 17 out of 19 public universities, colleges and institutes of technology of Ireland. TU Dublin received the highest number of 'A' (very good) scores on the institutional level for Ireland in 2020.

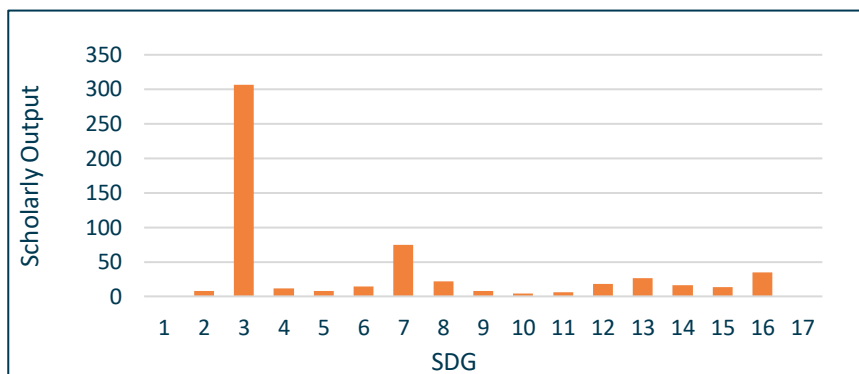
TU Dublin has also undertaken a detailed analysis using the Elsevier Scopus database and SciVal tool to benchmark its research performance in key subject areas:

Figure 16. - TU Dublin scholarly outputs, 2015-2020, by Journal Subject Categories (SciVal)



Also using the Elsevier Scopus database, an analysis has been undertaken of TU Dublin scholarly output for SDGs 2-16, over the period 2015 – 2019 – see following chart. It should be noted, however, that of a total scholarly output for TU Dublin over that period of 2,318, the SDG search terms capture only 576 (~25%).

Figure 17. - TU Dublin Scholarly Output per SDG over the period 2015 – 2019



While TU organises and represents its research and innovation in multidisciplinary research fields, it also reports research performance against fields of education (defined in the Technological Universities Act 2018 as referring to UNESCO “narrow field of education in the International Standard Classification of Education). As a requirement for meeting eligibility criteria for technological university designation (2018), TU Dublin represented research activities according to 6 ISCED broad fields, in which academic staff and students conduct research, including programmes leading to doctoral degree level:-

- 02 - Arts and Humanities
- 03 - Social Sciences, Journalism and Information
- 04 - Business, Administration and Law
- 05 - Natural Sciences, Mathematics and Statistics
- 06 - Information and Communication Technologies
- 07- Engineering, Manufacturing and Construction

Table 5 below details the performance in externally funded research awards for the reporting period 2019 to 2020 by ISCED and highlights overall **growth of 23%** and growth in key areas with significant awards in (a) 02 - Arts and humanities; and (b) a 33% increase in funding for 05 – Natural sciences, mathematics and statistics.

Table 5. - TU Dublin Research Awards 2019 & 2020, by ISCED

Research Field - (ISCED)	2019 (€000's)	2020 (€000's)	% Change
-	980	72	-93%
02 - Arts & Humanities	388	2,959	663%
03 - Social Sciences, Journalism & Information	291	5	-98%
04 - Business, Administration & Law	770	842	9%
05 - Natural Science, Mathematics & Statistics	4,436	5,935	34%
06 - Information & Communication Technologies	2,078	1,986	-4%
07 - Engineering, Manufacturing & Construction	2,684	2,551	-5%
Total	11,627	14,350	23%

In terms of sources of external research awards, TU Dublin continues to diversify and grow its funding across a range of national and European research agencies. Table 6 outlines the performance for the reporting period by funder, showing strong growth in keys areas of EU funded programmes and under Science Foundation Ireland.

Table 6. - TU Dublin Research Awards 2019 & 2020, by Funding Agency

Funding Agency	2019 (€000's)	2020 (€000's)	% Change
Dept Agriculture, Food & the Marine	545		-100%
Environmental Protection Agency	588	170	-71%
European Commission	1,394	2,780	99%
Enterprise Ireland	2,394	2,110	-12%
Higher Education Authority	902	1,800	100%
Health Research Board	371		-100%
Irish Research Council	572	483	-16%
Industry	686	303	-56%
Other	31	381	1129%
Other Gov. Dept/Agencies	267	478	79%
Philanthropy /Charity		8	
Science Foundation Ireland	2,936	4,034	37%
TU Dublin	941	1,803	92%
Total	11,627	14,350	23%

TU Dublin is projecting further growth of a targeted 10% annual increase in external research awards. This is in line with a strong track record of growth in the last 5 years and aligns also with projected increased research activity (including PhD research) as set out in the Strategic Plan.

4. Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Our ambition is to create pathways for all to experience. We are committed to providing lifelong educational opportunities with multiple entry points, progression paths and flexibility in structure, mode and place of delivery to suit an evolving global landscape and to address the needs of our communities, industry and wider society. Our key goal is:

- **Pathways for all to experience - *To be the most 'accessible' university in Ireland, with the largest number of diverse learners***

Since establishment, TU Dublin has maintained a diverse student population and has been building on 25 years of experience of its founding institutions in widening participation (WP) and attracting and successfully supporting diverse learners. These include full-time students traditionally known as 'Access' students - from socio-economic disadvantage backgrounds (SED); students with disabilities; mature students and students from the Irish Traveller community. In the full-time category for widening participation, we also include those students entering through Further Education routes. Whilst TU Dublin has maintained its level of provision for access students broadly in the period, the comparative performance at a national or regional level is not yet possible because of the deficits in the national data capture - but with the HEA's data plan in train this should be possible in the future. Given the socio-economic profile of students for the three TU Dublin campuses, confirmed in the HEA's report ¹³, with Blanchardstown and Tallaght showing the lowest deprivation index scores (highest disadvantage levels) in the Dublin region, this attests to the importance of TU Dublin's focus on this area.

The other categories of students in consideration are part-time, including:- those that are 'earn & learn' students and those that are not; apprentices - both craft and 'new' apprenticeships; students supported by their companies on customised programmes; those participating in programmes led by industry groups or profession bodies; and those participating in special lifelong learning initiatives, such as Springboard programmes. These programmes span the NFQ levels from level 6 to level 9 and are delivered in variety of modes – some in traditional classroom & laboratory on campus; some in-company, on-site; some blended learning; and some mixed mode on-campus, on-site and online. As has been set out in a previous section, part-time students account for almost 9,000 of the student base, or 1/3 of the total population. Over 3,500 students participated in apprenticeship or programmes led by industry or the professions. With such diversity of student and provision, it is quite a complex offering to manage successfully and the University is proud to have been able to continue to do so in the period.

Strategic Priority 4a:		TU Dublin Priority – Pathways for all to experience			
i.	Institution Strategic Initiative	TU Dublin Objective 2030 – We will be the most 'accessible' university in Ireland, with the largest number of diverse learners			
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
	TU Dublin Milestone 2023 – We will have 1/3 of offerings delivered through multiple pathways; diversity ratios will be in the top decile nationally and will be the largest provider of lifelong learning for industry & the professions			Maintain profile of access students	Achieved

¹³ <https://hea.ie/assets/uploads/2019/10/Higher-Education-Spatial-Socio-Economic-Profile-Oct-2019.pdf>

iii. Interim targets, commentary and data source (maximum of 300 words)

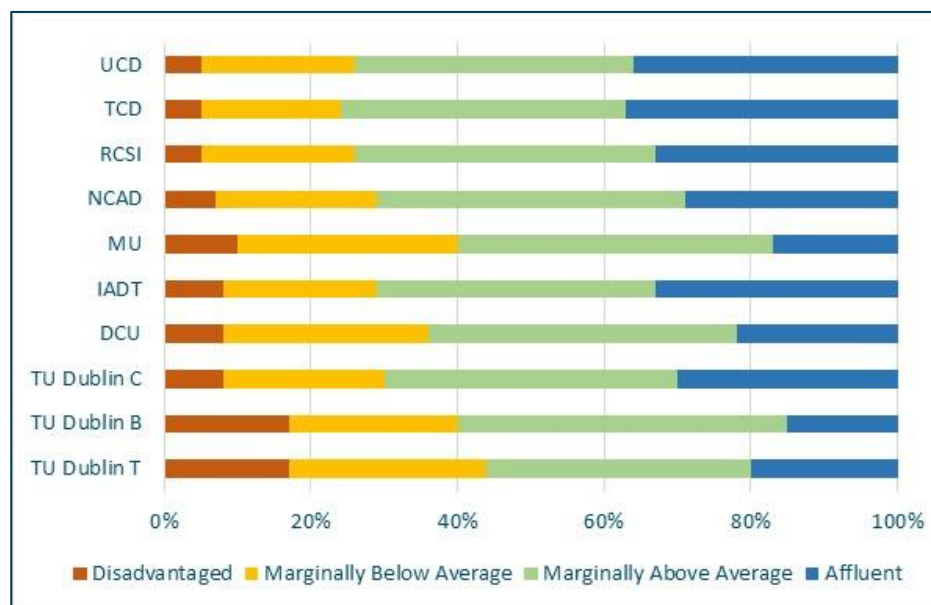
Please colour code this box in line with progress achieved.

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

Access Learners

The Socio-Economic profile for the Dublin HEIs for 2018/19 taken from the HEA statistics¹⁴ is provided in the figure above. It speaks to some of the challenges in respect of access to education for disadvantaged communities and how HEIs (particularly TU Dublin) can best address these.

Figure 18. – Socio-Economic Profile of Dublin HEIs – 2018/19 Enrolments



The TU Dublin approach has been as follows:-

- **Community Education Partnerships**

The data emphasises the importance of working in partnership to support education in areas with high levels of socio-economic disadvantage. Across TU Dublin we have a diverse and long experience of leading many partnerships and consortia in such communities. Access has been integrated with civic engagement on City campus for 25 years and has always had very strong engagement programmes with community partners in the inner city. Tallaght and Blanchardstown campuses are also located in areas of high disadvantage and have considerable experience of working in partnership to support WP students from disadvantaged areas. A total of 15 community education partnerships were in operations during 2019-2020.

¹⁴ <https://hea.ie/statistics/data-for-download-and-visualisations/socio-economic-data-and-maps/socio-economic-dashboard-2018-19-enrolments/>

- **Path 3**

During 2019-2020 work also continued on developing Path 3, with a continued focus on interlinking and expanding access entry routes (see below), a focus on addressing the impact of Covid and also undertaking a review of existing provision, a gap analysis and extensive consultation to ensure that the Path 3 programme added additionality to TU Dublin's existing extensive community education partnerships to maximise the impact for target groups and to ensure that it reflected the needs of communities. This work during 2020 resulted in the submission of a revised and ambitious Path 3 programme for TU Dublin. TU Dublin also continued to promote Path 2 1916 bursaries to community partner organisations.

- **WP Entry Routes**

The work captured above provides the basis for widening participation entry routes. Returning to education brings particular needs, having a disability can impact on education participation and attainment and 17+ years of socio-economic disadvantage (SED) also has an impact on educational attainment, hence, TU Dublin offers a range of widening participation entry routes including routes that provide quotas of ring-fenced places on every TU Dublin programme for eligible applicants with disabilities or students from SED backgrounds at lower levels of points. There are many different needs, issues of intersectional disadvantage and complex disadvantage within SED, hence, a range of WP entry routes is key to addressing under representation in higher education and to address the national targets set. TU Dublin has a comprehensive and diverse range of entry routes, targeted at those within underrepresented groups who would benefit from higher levels of support in applying to higher education and from support when in higher education. These access entry routes include:-

Table 7. – TU Dublin Access Entry Routes

Access Entry Route	Description
HEAR	Higher Education Access Routes for school leavers from socio-economically disadvantaged backgrounds
DARE	Disability Access Route to Education for school leavers with disabilities
Access TU Dublin	High-support entry route for students from socio-economically disadvantaged backgrounds
QQI Access TU Dublin	High-support entry route for students from socio-economically disadvantaged backgrounds who are in further education
Access Foundation Programme	A year-long full-time preparation programme for young adults from socio-economically disadvantaged backgrounds and mature students
Access to Apprenticeship	A 12-week full-time initiative to support the transition of young people (16-24 years old) from disadvantaged backgrounds into an apprenticeship scheme
Reach Programme	A high-support entry route for school leavers from socio-economically disadvantaged backgrounds in designated schools
Preparatory Cert for Higher Education	A part-time preparation certificate for Higher Education for people returning to education
Headstart Maths	A part-time preparation programme for return to learning
Headstart English	A part-time preparation for return to learning

In respect of Full-time Undergraduate **New Entrants** to TU Dublin in 2019/20, the identified Access students enrolled through the comparative entry routes were as follows:-

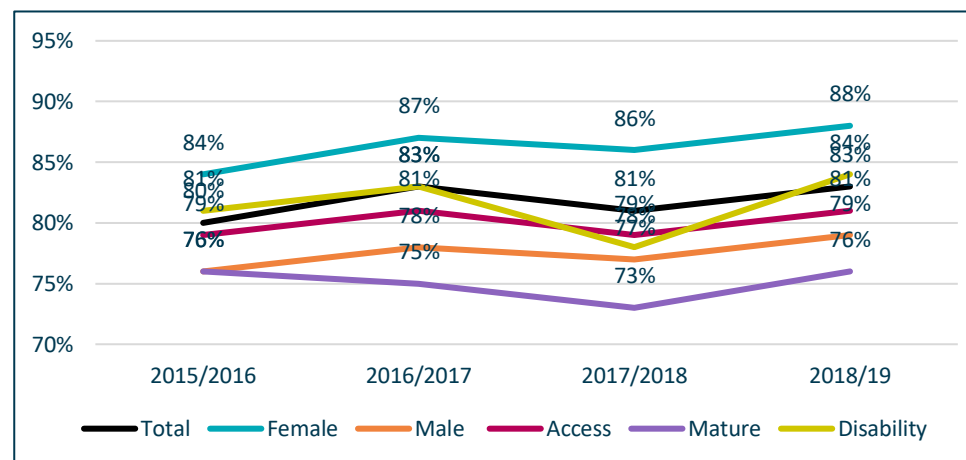
Table 8 – Access Students (New Entrants) by admissions route – 2019/20

Access Entry Route	2019/2020	% of Total Undergraduate New Entrants
Further Education Award	408	8%
HEAR	314	6%
DARE	299	6%
Mature Years	236	5%
Other Access Routes	55	1%
Access Total	1,312	26%

- Supports for Students from SED backgrounds entering via access entry routes & supports for Students with Disabilities**

The HEA report on Student Completion¹⁵ highlights that students from SED backgrounds do not complete higher education at the same levels as students from more affluent backgrounds, with significantly lower percentage completion rates for students from DEIS schools (*65% completion rate of, vs 72% from standard schools and 76% from fee-paying schools*); and from disadvantaged areas and postcodes (*students from affluent areas have a non-completion rate of 25% compared with 30% for students from disadvantaged areas.*). However, the progression rate of access students (tracked on City campus for a number of years) is almost on a par with other students, as detailed below.

Figure 19. –Progression of Access Students 2015/16 – 2019/20



¹⁵ <https://hea.ie/2019/02/14/four-in-every-five-irish-students-complete-their-degree/>

This is a remarkable success, considering that the majority of access students enter with lower academic points. The wrap-around, specialist Access Student Support programme is key to this success, built on a partnership approach with academic colleagues and other student support services.

Students from SED backgrounds bring a diversity of experience, skills, insights and knowledge that is important for diverse learning for all in higher education and for society. Due to the impact of socio-economic disadvantage, including educational, financial and the psychological impact of SED and the risk of interpreting and internalising structural inequalities as personal 'lacks', many students from SED backgrounds require additional supports to address these challenges and needs and enable them to make the transition to HE, experience success and access to graduate jobs. The TU Dublin support service co-ordinates a comprehensive support programme for 1,500+ access students from SED backgrounds to address those needs, ensure high levels of progression, provide an understanding of the impact of structural inequality and enable students to develop as leaders and access graduate employment. It involves transition supports; assessment of need; and delivery of a programme of supports tailored to meet the needs of individual students.

- **Transition supports:** All access students take part in a comprehensive Orientation Programme tailored to support their transition to HE
- **Needs assessment:** Students are assigned a Student Support Project Officer on entering TU Dublin. Additional needs for students from SED backgrounds include academic support needs, financial, family support, accommodation, understanding of higher education, social transitions to HE, dealing with impact of structural inequality;
- **Access Student Support Programme:** is delivered through by specialist tutors, senior access students as student leaders, academic staff, other student services, and external agencies.

A similar range of supports is delivered for **students with disabilities**. The Fund for Students with Disabilities is particularly important in being able to provide to the very specific needs of those with disabilities, including physical and learning aids. TU Dublin has recently been approved for further strategic initiatives relating to Disability Services, including: - Universal Design capability; wayfinding apps; dedicated spaces; assistive technology and special pilot projects in the sensory and hard of hearing areas. These are being rolled out in the current academic year.

Part-time /Flexible learners

In terms of Part-time /Flexible learners, as has been stated previously, with 20% of national enrolments and nearly double the next provider, TU Dublin is overwhelmingly the most significant player in the part-time student arena. Over the years there has been some decline in part-time **undergraduate enrolments** (mainly at level 8), in line with the national experience, which may be accounted for perhaps by the higher participation rates in full-time programmes, where people were able to avail of the opportunity. However the part-time numbers at levels 6 & 7 remain and can provide a critical entry point for those who may not have been able to access higher education in the past. TU Dublin has also seen a marked increase in enrolments at **post-graduate** level, reflecting a national trend, and it speaks to the importance of providing lifelong learning opportunities for those in a strong knowledge-based economy and ensuring that the talent pipeline can continue to develop and flourish.

The range of part-time programmes offered by TU Dublin provides further opportunities for those wishing to upskill and reskill as appropriate to meet personal and economic circumstances. For examples the offerings under 'Springboard' have included programmes in **Data Analytics; Building Information Modelling (BIM) and Building Energy Performance; Fin Tech; Medical Device Innovation; Media Production; Digital Marketing; Artificial Intelligence; Pharmaceutical Technologies and Supply Chain & Logistics**.

Furthermore, programmes with and for industry/the professions have included:- **International Selling; Retail Management; Property & Facilities Management; Manufacture of Medicinal Products; Product Innovation; Pharmaceutical Validation; Digital Marketing & Analytics; Distributed and Mobile Computing; and Global Business Services in the IT industry**. These include CPD minor awards through to major awards at undergraduate and postgraduate level.

These types of initiatives provide the platform for TU Dublin to continue to shape its offerings to meet the demands of flexible learners.

5. Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Within the TU Dublin's Strategic Intent 2030, there are two priorities particularly relevant to this national objective that TU Dublin wishes to focus on:-

- **Nurturing Bright Minds, Creativity & Ambition - Define, create and implement the new TU Dublin Education Model.** This has been addressed broadly under Objective 1 and includes the development of quality systems and processes to enhance the learning experience
- **Creating a Place of Imagination & Inspiration – Delivering new campus development space that will deliver a cutting-edge learning environment.** The aim is to create a place where people love to work & learn, that fosters discovery, creativity, social connectivity and wellbeing.

Developments under the **Education Model** are bringing forward innovative approaches to teaching, learning & assessment and the enhancement of the quality of the student experience and that work continues. Unfortunately, the arrival of Covid-19 caused significant disruptions to teaching methods, learning opportunities and assessment techniques. Nonetheless, the University was capable of making some significant shift in short timeframes that enabled it to continue to uphold the quality of academic delivery. Further details are provided in the follow-on commentary.

The masterplan for TU Dublin, involving over **200,000 m² of new campus development space** over its three locations, is the largest development in Irish Higher Education and has been a priority in the National Development Plan. Covid-19 also caused disruption to construction schedules, particularly in Grangegorman, leading to delays in completion and handover of particular buildings. The closure of construction sites for seven weeks between March and May 2020, followed by a cautious re-opening of sites, with only up to 80% worker capacity, required an amendment to planned schedules. Despite these challenges significant progress has been achieved through 2020. Several buildings have now been completed or are nearing completion, ready for the return of students to campus.

Strategic Priority 5a: TU Dublin Priority – Nurturing Bight Minds, Creativity & Ambition

i. Institution Strategic Initiatives	<u>TU Dublin Objective 2030</u> – A dynamic new model of education producing the most sought-after digitally-literate graduates will be embedded in the university, transforming the learning opportunities and experience for all			
i. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<u>TU Dublin Milestone 2023</u> – A new education model will be in place and TU Dublin will be in the top 3 Irish universities for graduate employability	-		Phase 1 of development of Education Model	Principles of Education Model adopted

ii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

TU Dublin Education Model – driving for quality

The whole premise for the development of the TU Dublin Education Model is to transform the education offering to better meet the needs of students in this ever-changing world – Radically rethinking, developing and delivering a new research-informed & practice-based education model that promotes academic excellence and ensures that it develops the attributes and capabilities necessary for the next generations of learners. As set out under Key System Objective 1, significant amount of progress has been achieved regarding the **Academic Quality Assurance & Enhancement** system & processes to date and the work programme will continue with further innovative and robust frameworks and practices to be incorporated.

In terms of the quality of the learning experience **the Irish Survey of Student Engagement (ISSE)**¹⁶ provides an indication of the progress that TU Dublin is already making. The 2020 results show that TU Dublin's scores are similar to other HEIs in Ireland. When comparing the TU Dublin ISSE index scores to the national scores, the University is slightly ahead in three indices, slightly behind in four and the same in the two others. In reality, the differences between the University and national scores are statistically small in effect and overall, the University is performing in line with the national average. An important point to note however, is that TU Dublin has improved across the board in comparison to last year's results - see Table 9.

Table 9. – TU Dublin ISSE results 2019 & 2020

Theme	Engagement Indicator	National Score 2020	TU Dublin Score 2020	TU Dublin vs National	TU Dublin Score 2019	TU Dublin 2019 vs 2020
Academic Challenge	Higher Order Learning	36.6	35.2	-1.4	35.6	-0.4
	Reflective and Integrative Learning	31.7	30.6	-1.1	29.5	1.1
	Quantitative Reasoning	20	21.9	1.9	21	0.9
	Learning Strategies	31.8	30.9	-0.9	29.8	1.1
Learning with peers	Collaborative Learning	31	33.6	2.6	32.7	0.9
Experiences with Faculty	Student-Faculty Interaction	13.8	14.5	0.7	14.4	0.1
	Effective Teaching Practices	35.0	34.5	-0.5	34.2	0.3
Campus Environment	Quality of Interactions	38.7	37.5	-1.2	37.7	-1.2
	Supportive Environment	28.2	26.4	-1.8	26.1	0.3

When viewing the results based on year of study, there is evidence of a positive progression in the educational activity of students from the three cohorts surveyed; first year undergraduates, final year undergraduates and taught postgraduates. The Academic Challenge theme, encompassing the first four indices, shows the design and delivery of the curriculum is working well and as planned. The first year students are introduced to the

¹⁶ <https://studentsurvey.ie/reports>

educational challenge and it becomes progressively more challenging as the student moves towards the higher levels. All indices increase sequentially; higher order thinking, reflective and integrative learning, quantitative reasoning and learning strategies.

From individual questions, it is possible to see that in respect of students' satisfaction with their education in TU Dublin, 81% of students responded positively to the key question, "would you go to the same institution you are now attending", showing good improvements on the previous year's results.

Meanwhile, we know that the year 2020 was like no other! - the **COVID-19 pandemic** took hold of the world, and TU Dublin as a new university was tested to deliver its education programmes to its 29,000+ students and maintain its research and innovation activity to support its other stakeholders and the country at large, whilst in the midst of major organisational integration and change endeavours. Some of the background to how this was achieved and how the quality dimensions were addressed is given in the following paragraphs.

TU Dublin was acutely aware of the challenges created for students and staff alike in the face of this devastating situation. This required a significant and urgent re-think of approaches to programme and module delivery and alternate strategies for the assessment of student learning that are fair, proportionate, and cognisant of the need to protect academic integrity and academic standards. Ultimately, the objective was to ensure that students would be able to progress in their chosen programme of study or graduate in the case of those in their final year of study. Across all disciplines, the aim was to uphold academic standards, ensure fairness in the assessment process and protect the integrity of student's final award.

Arising from the unforeseen emergency measures required for the containment of the COVID-19 virus outbreak, the University set about enacting contingency QA procedures. In April 2020, Academic Council approved "**Updated Quality Assurance Procedures**" to approve changes to delivery & assessment of TU Dublin programmes necessitated by the Covid-19 measures. This allowed changes to approved programme/course documents regarding the delivery and assessment of student learning to be adopted. Examinations invigilated in the traditional manner were not possible and all programmes moved to alternative assessment arrangements.

The academic community galvanised its thinking and resources immediately, with a dedicated common focus on ensuring that TU Dublin students could complete their studies. Schools delivered modules remotely, enhancing blended-learning expertise and rapidly converting to online provision as necessary; rolling-out the virtual learning environment (VLE) technology to staff and students and supporting student independent and self-directed learning through the guidance of academic colleagues and the provision of additional learning resources.

In programmes that have strong practical or project elements, the staff maintained communication with all students through online meetings to communicate and provide feedback to students on their project work. Additional written feedback has also been provided to students. For practical elements, where the learning outcomes cannot be facilitated due to the building closure, these will be integrated into the learning in subsequent years of the programme. Supervision of postgraduate research students has continued remotely and the students are continuing to undertake a variety of tasks such as updating literature reviews, undertaking online modules, preparation of research publications, carrying out data analysis, planning of experiments and preparation for their annual evaluations or examinations. In rare exceptional cases, where experiments were deemed 'essential', access to the laboratories has been arranged.

Music and drama programmes have experienced particular challenges in relation to teaching of performance studies. For the undergraduate programmes, the use of video conferencing and video recording has been widely adopted. In the arts programmes, there has been a move to the creation of digital (new media) objects and haptic skills teaching is taking place through video and the virtual learning environment (such as in culinary arts).

This gargantuan effort from academic colleagues was complemented by the work of colleagues in support services, who ensured that all Student Support, HR, ICT, Health & Safety and Estates issues were addressed, with enormous input provided to rapidly put in place the resources, policies & procedures and back-up plans required to deal with the emerging circumstances and ensure that the University could continue to deliver its programmes.

At its May 2020 meeting, Academic Council was happy to note that the University had ensured continuity of student learning through the extensive use of the VLE; that implementation of revised assessment strategies was in place, and that there was ongoing student engagement and communications with the programme teams through tutorials, meetings, discussions, sharing of learning resources, formative assessments and for certain modules continued delivery of lectures and workshops. It also noted that guidelines had issued on the conduct of remote assessments and the prevention of plagiarism, and a University Declaration of Integrity was in place for completion by students, whilst a number of different strategies are employed by the University to ensure the integrity of the assessments.

For the first time ever, TU Dublin held a series of virtual conferring ceremonies in November 2020 for those who had completed their studies in the most extraordinary year - 7,500 graduates received their awards. While a virtual ceremony cannot replicate the atmosphere and excitement of a physical ceremony, the University felt it very important to acknowledge the achievements of all of the Class of 2020 who have succeeded in very difficult circumstances. In addition to the address by Professor David FitzPatrick, there were messages of congratulations from Principals, Deans, graduates from previous years, and an address by a special guest. Music during the ceremony was performed by students of the TU Dublin Conservatoire.

Strategic Priority 5b:

TU Dublin Priority – Creating a place of Imagination and Inspiration

i. Institution Strategic Initiatives

The design and investment of 200,000+ m² of new campus development space – to deliver a cutting-edge learning environment

The TU Dublin masterplan comprises major new development on the Grangegorman campus, bringing together students, staff and facilities located from across the city, along with new buildings to be constructed on the Blanchardstown and Tallaght campuses. All are designed to meet the needs of the 21st century student with state-of-the-art facilities and an inspiring learning environment.

Figure 20 – Schematic of TU Dublin Grangegorman Campus



	<p>The developments are:-</p> <p>City Campus – Grangegorman Development – The Grangegorman development is project-managed through the Grangegorman Development Agency (GDA), a statutory body established for this purpose. The main buildings in the current phase are;</p> <ul style="list-style-type: none"> • East Quad • Central Quad • Lower House • Rathdown House • Park House • West Quad, and • Broombridge <p>Tallaght Campus</p> <ul style="list-style-type: none"> • Sports Science, Health and Recreation Building and Sports Facility • Multi-disciplinary PPP Building <p>Blanchardstown Campus</p> <ul style="list-style-type: none"> • Campus Refurbishment Block G 			
i. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
TU Dublin Milestone 2023 – Delivery of almost 2/3 of the planned infrastructural campus development as per the university masterplan			As per agreed schedule of work	Delayed due to Covid – on track with revised schedule.
ii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>TU Dublin is very proud of the development work that has been completed to date on the Grangegorman Campus. As one of the largest capital investments in higher education, Grangegorman brings together all of the University's city-centre sites and unifies them into a single vibrant environment, to serve future generations of students in technological education in the city. Served by both Luas and Dublin Bus and integrating with the strategic development of Dublin City, it will provide a range of top class facilities for students and staff, for industry and the wider community.</p> <p>Notably, the direction for design has been to lead the way in terms of contemporary learning environments. So, along with traditional lecture rooms, seminar spaces and labs, the focus has been on providing smaller and flexible spaces that enable shared knowledge building or collaborative work; accommodate small group meetings and dialogues; and facilitate project work. There are also convenient, comfortable, and quiet places where students can focus on studying, along with areas for informal and online learning. Utilising easily-accessible technologies, the spaces are designed to allow for the use of different pedagogical approaches with ICT; use of students' own devices; and the application of collaborative and active learning practices. Performance, sports and social spaces are also key; and more generally through ergonomic and universal design principles, the buildings and public realm spaces create an inviting and inspiring atmosphere that will have hugely positive effects on wellbeing and learning for all.</p> <p>Specific updates on the main developments are given here:-</p>			

East Quad: the delivery of this 18,000m² building for 4 schools from the College of Arts & Tourism has been completed. It will cater for 3,500 students and 160 staff covering the areas of Media, Social Sciences, Creative Arts, and Music & Drama and will form the cultural hub of the Grangegorman campus. It is home to a new state of the art 400-seat concert hall, 80-seat black box theatre and 80-seat recital hall, dance studios, percussion rooms and much more. View a video of the [East Quad](#) here.

Figure 21- Some images from the East Quad, Grangegorman Campus



Central Quad: the delivery of ca 36,000m² building for schools across 3 colleges and a National Optometry Centre which was due for opening in September 2020 is nearing completion, with the expectation to decant in Q1 2021. It is the new home to 6,500 students and 400 staff covering the areas of physical and biological sciences, computer science, food science, culinary arts, hospitality and engineering. It will provide specialised laboratories, training kitchens, bars & restaurant and learning centres. View a video of the [Central Quad](#) here.

Figure 22- Some of the new learning spaces, Grangegorman Campus



Lower House: the recovery of a historic 4,000m² building for University support functions - completed the tender process and awarded a contractor by November 2019. Refurbishment completed and it now houses some additional music teaching and practice space; dining & café facilities, along with clubs & societies spaces and the Student Union. The building is ready for occupation in Q1 2021.

West Quad: the drawings and planning application for this 15,500m² building were completed in September 2019. Subsequently detailed design workshops with stakeholders were held. The tender process has been placed on hold until the sale of the Aungier Street building has been completed, which has been delayed due to the lockdown restrictions imposed by Covid-19.

Rathdown House: refresh & re-use of historic building for University support functions including a One Stop Shop, canteen & wellness. The work has now been completed, ready for occupation in Q1 2021.

Park House: is designed to host Professional Management and Support Services alongside a convenient short-term Library solution for the Central and East Quad students moving to the campus in 2021. It will also house our Maths Learning Centre and our Academic Writing Centre, until migration to the Academic Hub & Library, scheduled for completion in 2022.

Grangegorman Migration: in addition to the construction works a significant emphasis has been placed on the migration operations, decanting and change management projects. Detailed strategies were designed and substantial engagement with stakeholders has taken place to enable the successful transition to the Central and East Quads at Grangegorman.

Broombridge: one additional related project which has been developed over the period is Broombridge. This is a property, a couple of stops on the Luas from Grangegorman, that currently houses some sports facilities and for which development of a multi-functional learning & innovation space has been identified. The site will house the 'Design & Construct' centre that will provide skills development opportunities and sustainable & innovative practices for the construction sector. The shortlist design team were appointed in January 2020 and in July 2020 detailed project design, planning, and procurement and reporting strategies were established. As mentioned previously this initiative has also attracted support from the Jones Engineering Group.

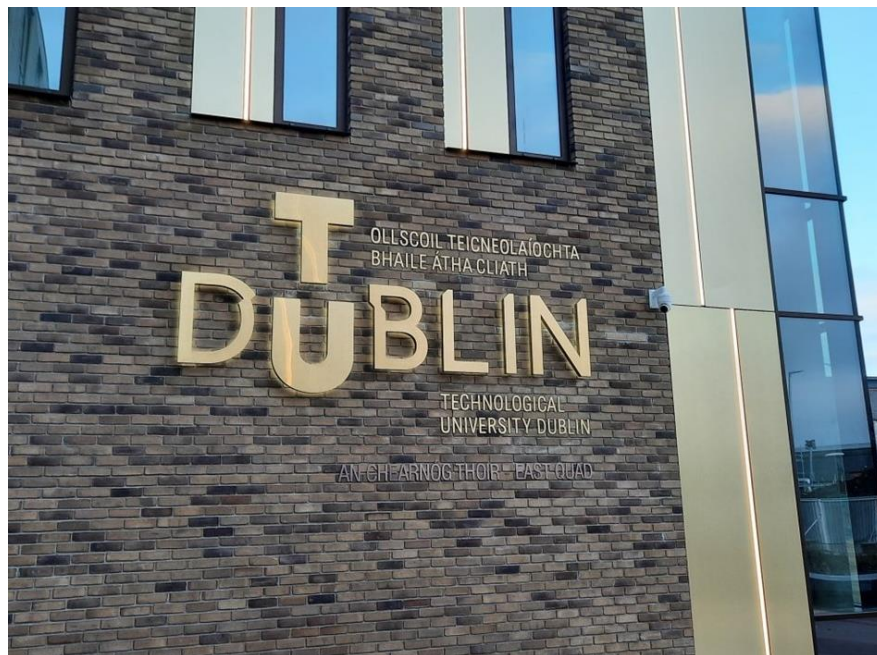
Along with Grangegorman, there are developments in Tallaght and Blanchardstown as follows:-

Tallaght Sports Science, Health and Recreation Building and Sports Facility (SSHRs): The 3,000m² multi-disciplinary construction work commenced at the end of August 2020. It comprises of teaching laboratories, fitness suite, laboratories, sports hall, lecture theatres and classrooms. This fantastic new facility will provide the opportunity to increase student enrolments in Sports Science and Health programmes. In addition to the SSHRS Building, another government PPP project was announced in August 2020 for a 5,200m² multi-disciplinary building that will deliver state-of-the-art lecture theatres, training restaurant, design studios, and research facilities.

Blanchardstown Block G (a PPP project) : a 4,000m² building over 3 floors, incorporating lecture rooms, tutorial rooms, PC labs, academic offices, meeting rooms and breakout space.

The PPP projects have been delayed due to Covid-19 and are awaiting a timeline from the NDFA.

Figure 23- TU Dublin Signage on new East Quad building, Grangegorman Campus



Because of the delays caused generally as a result of Covid-19, we have coloured coded the progress box in this section as orange.

6. Demonstrates consistent improvement in governance, leadership and operational excellence.

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Three elements are included in this section, as it was thought important to show how TU Dublin is contributing in a significant way to this Key System Objective.

The items are:-

- The strategic planning process that led to the creation of the **TU Dublin Strategic Intent 2030** and underpins of the work for Ireland's 1st technological university. This relates to the System Performance Framework Indicator 'Cooperation with and implementation of restructuring – **Progress of Technological University projects**'
- **Athena SWAN** and the progress being made by the University following the awarding of a Bronze Legacy award
- The **Organisation Design** Strategy and Implementation project that aims to provide an appropriate structure and system for a modern, agile University and realise the type of organisational effectiveness sought by the University's stakeholders.

The progress made has been substantial and details are provided in the following commentary.

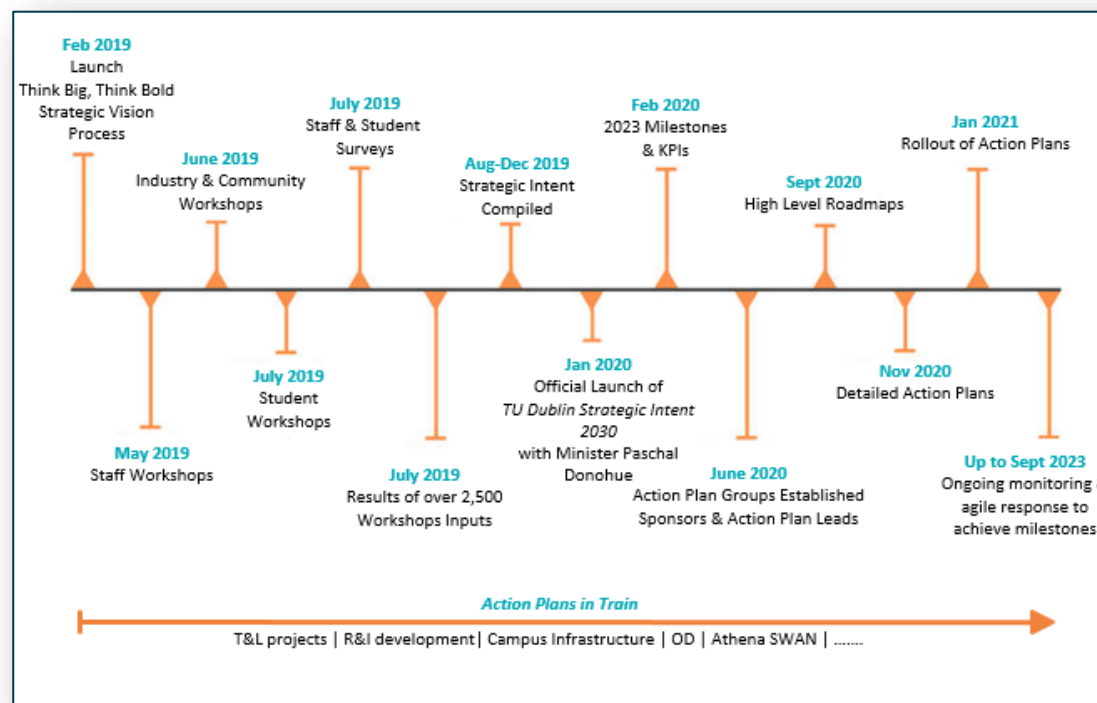
Strategic Priority 6a:	TU Dublin Priority – Delivering of the university's vision to 'Create a Better World, Together' (TU Dublin Strategic Intent 2030) - through a fully operational TU Dublin
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i. Institution Strategic Initiative	TU Dublin Objective 2030 – Development and implementation of the TU Dublin Strategic Intent 2030 This relates to the System Performance Framework Indicator 'Cooperation with and implementation of restructuring – <i>Progress of Technological University projects</i> '			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
TU Dublin Milestone 2023 – Progress on the delivery of the TU Dublin Strategic Intent 2030	-		Develop Strategic Plan	Achieved
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>TU Dublin Strategic Planning Process Formally established on the 1st of January 2019 and in line with the University's mission and the functions of a technological university set out in the TU Act, a process to develop the University's first strategic development plan commenced in 2019.</p>			

Given the foundational nature of this plan, a focus was placed on preparing a three year plan within a longer, visionary, ten year timeframe. The **TU Dublin Strategic Intent 2030**¹⁷ was created over a 12 month development period and was formally launched in January 2020.

In addition to detailed analysis of external drivers and internal capabilities, a significant consultation process was undertaken in the creation of the plan with the aim of maximising stakeholder engagement. The interactive and collaborative planning sessions invited contributions from over 2,500 stakeholders including staff and students, alumni, community and industry. It also included feedback through surveys of staff and students. Stakeholders were tasked to **Think Big – Think Bold** and to consider our future strategy through the lens of the **UN Sustainable Development Goals (SDGs)** so we can contribute to making the world a better place in which to live. The strategic planning process is mapped in the chart below.

Figure 24 – Timelines for the TU Dublin Strategic Planning Process



¹⁷ <https://www.tudublin.ie/explore/about-the-university/strategicplan>

In compiling the input from 2,500 stakeholders, some clear areas of focus and shared concerns emerged. We crafted the ambitious vision to **Create a Better World, Together** shaping our plan through three interrelated themes – **People, Planet and Partnership**. Our ambitions are outlined in the three graphics below:-

- **PEOPLE** – Fostering Individual Talents in an Every Changing World
- **PLANET** – A Powerhouse for Living & Breathing Sustainability
- **PARTNERSHIP** – Delivering Shared Impact

Figure 25 – PEOPLE theme of the Strategic Intent 2030



Figure 26 – PLANET theme of the Strategic Intent 2030



Figure 27 – PARTNERSHIP theme of the Strategic Intent 2030



To achieve our TU Dublin Strategic Intent 2030 a three year Strategic Plan to 2023 has been developed and the implementation framework adopted to ensure its delivery is summarised below. Key TU Dublin objectives, have also been mapped to the National System Performance Framework

Figure 28 – Strategic Plan Implementation Framework



Strategic Priority 6b: <u>TU Dublin Priority – Creating a Place of Imagination and Inspiration</u>				
i. Institution Strategic Initiative	<u>TU Dublin Objective 2030</u> – we will be recognised as an exemplar in equality, diversity and inclusion (EDI) where people are proud to be part of a connected community and their talents, aptitude and agility will create real impact on the global stage			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<u>TU Dublin Milestone 2023</u> – Achievement of staff & student profiles in line with our EDI ambition, including attainment of the Athena Swan award and 20% international staff cohort; and implementation of a staff charter that supports the passion & commitment of our people	-		Development of framework for new Athena Award application	Achieved
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><u>Athena SWAN</u></p> <p>Given that Equality, Diversity and Inclusion (EDI) and the work of Athena SWAN is such an integral part of the organisation, it was agreed as part of the Organisational Design in 2020 to structure the EDI office within the Office of the President, to ensure its work is truly embedded by positioning it so that it overarches in all areas of the University.</p> <p>The pre-University 2018-21 Athena SWAN Gender Action Plan was adopted by the TU Dublin Governing Body in 2019 and a new plan is being prepared for our first institutional application in November 2021. Since establishment, a Steering Group, Working Group (WG) and Self-Assessment Team (SAT) were all established. The WG and SAT is a 40-person, gender-balanced body tasked with overall development of the institutional plan and meetings are chaired by the Director of EDI. A number of subgroups are addressing specific issues around policy, culture, data and communications as examples.</p> <p>In addition to the overall institute application, the School of Mathematical Sciences has been preparing for the first TU Dublin School submission by November 2021. Furthermore, significant progress has been made in increasing female participation in the male dominated fields of engineering and ICT, with enrolments currently standing at 20% and 18% respectively following year on year growth since 2014/15. Within the School of Computer Science, which traditionally had an average female participation rate of 10%, introduced a new cross disciplinary programme with languages (Computer Science International) to attract female enrolments and in 2020 achieved a 42%f: 58%m ratio. A short <u>TU Dublin Athena SWAN case study</u> highlighting their activities can be viewed here.</p> <p>The Technological Universities Act 2018 requires a minimum 40% gender balance in Academic Council, which has been achieved, along with Governing Body (55%m:45%f) and the University senior management (51%m:49%f). The Deputy President and Registrar is female, as was the</p>			

inaugural chair of GB (in office until December 2020). The key Staff Resourcing Committee and all University-level Committees include a gender balance requirement in their Terms of Reference. Appointments panels are gender balanced. Data on gender balance among panel/committee chairs will be available following a new HR appointment.

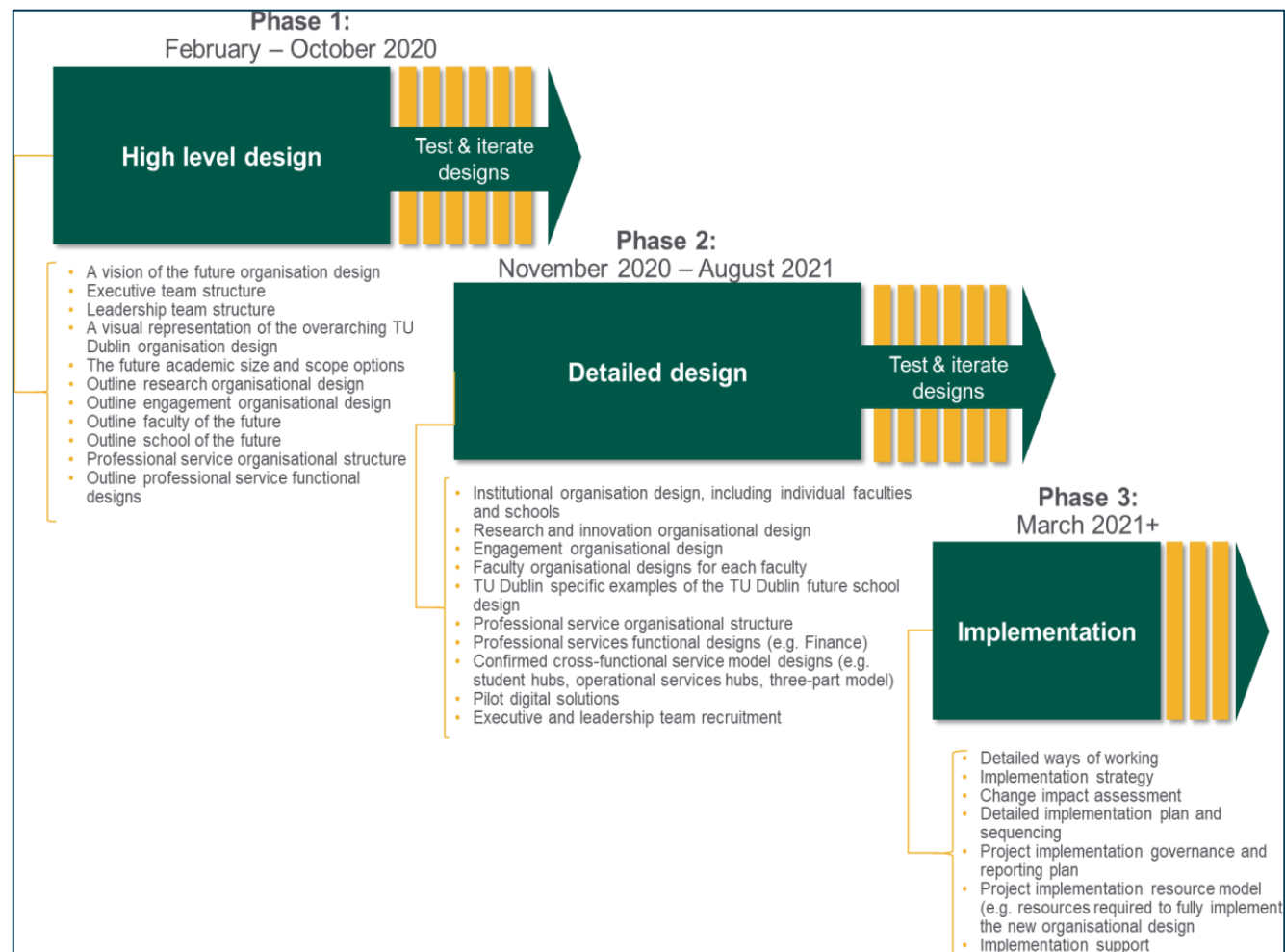
Part of the Strategic Plan 2030 objective is to develop a new academic workforce plan (which will facilitate gender-balanced target-setting) and a new workload model (to enable staff easily engage in the full breath of the University's activities). Project boards, which include the EDI director, and Action Plan Leads were established. Following extensive reviews of international best practice, two new Action Plans were developed along with a set of guiding principles to support the workload model. They are committed and focussed on developing a model that is supportive of a transparent, balanced, gender-fair workload. In addition Gender and Leadership in Higher Education is a module on the University's Leadership Development Programme to ensure that women progress within the institute. The University sponsors 20 women annually on the Aurora programme: 88 women have taken part since 2016. The staff Race Equality Reading Group, initiated in 2020, stresses the intersections of gender and race inequities. A variety of groups (e.g., WLHE network7) organise regular events for TU Dublin students, staff and public that raise awareness on gender equality.

In an effort to drive gender equality forward a major institutional project (Data Management Plan) and integration of HR systems are underway. The data collected will allow high-level gender-disaggregated updates. It will also support TU Dublin in its recruitment process. The data collection will comply with all national and EU ethics and legal requirements and is needed to address the objectives that TU Dublin has set to ensure that its recruitment, selection and retention processes are fair and transparent. New guidance materials have been developed to assist recruitment activities, including a *Guide to Shortlisting*; *Guide to Developing the Person Specification*; *Guide to Interview Assessment*, *Guide to developing the Person Specification*. A range of internal and external monitoring activities are provided to ensure good practice and policy compliance is embedded.

Strategic Priority 6c:		TU Dublin Priority – Organisational Effectiveness			
iv.	Institution Strategic Initiative	TU Dublin Objective 2030 – To be one of the most flexible universities in meeting the needs of stakeholders			
v.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
TU Dublin Milestone 2023 – A new organisation design will be delivered, comprising an integrated university structure and supported by clear agile processes & systems and robust communication programme				Progress Phase 1 of organisation design	Achieved
vi.	Interim targets, commentary and data source (maximum of 300 words)	<p>Organisation Design</p> <p>Established on 1 January 2019, TU Dublin as Ireland’s first Technological University and through the campuses at Grangegorman, Tallaght and Blanchardstown, brings together the largest population centres of Ireland’s capital city; a student population of 28,500 students and a dedicated staff of 3,500. Building on the excellence of its three founding institutions, TU Dublin is the result of a shared vision and a collaborative journey towards building an internationally renowned Technological University – it has this exciting opportunity to have real impact.</p> <p>Known for academic excellence that is practice-based and research-informed, TU Dublin will engage with regional, national and global constituencies through research, innovation and enterprise. The University will deliver meaningful outcomes across the wider socio-economic environment by addressing challenges that have technological, economic and societal import. Although a very new University, TU Dublin already has depth, reputation and the richness of the traditions of its founder institutions. While these form the scaffolding for the new institution, the integration of structures, policies, procedures and operational processes is challenging and these go in tandem with the need to create an understanding of what is now a new University model not only in Ireland but internationally.</p> <p>A significant step in TU Dublin’s continuing journey to becoming an integrated University is the Organisation Design Strategy and Implementation Project. The project, which commenced in February 2020, will enable TU Dublin to develop an organisational design that identifies the capabilities required to support TU Dublin in achieving the goals and commitments set out in its Strategic Intent 2030 document. This document sets out the direction and guidance from which all plans, activities and outputs of the organisational design project are derived. The project is tasked with developing an organisational design that enables TU Dublin to successfully deliver the objectives set out in <i>Strategic Intent 2030</i>.</p> <p>The approach taken for this project is based on extensive collective experience of the consulting team and there are three principal phases. A summary of the phases and key outputs from each are set out in the below diagram. Phase 1 has been completed to date with outputs achieved and some lessons learned.</p>			

Please colour code this box in line with progress achieved.

Figure 29 – TU Dublin Organisation Design Phases



Process for Phase 1

- I. The governance process involved a Project Steering Board, a Project Board, an Academic Design Board and a Professional Services Design Board. The boards comprised some 60 members of staff and students who took part in more than 35 virtual design boards and other review meetings; 10 working groups to examine specific aspects of professional services and included members of the Professional Services Design Board and service users. A large number of supplementary workshops, interviews and other engagements across the university community were also held. To support the decision-making process, the Project Steering Board established an Advisory Group to advise it on aspects of the feedback that required further consideration

- II. Developed a Communications and Engagement Plan with staff, students and social partners which included regular updates and regular engagement sessions and direct school / function engagement sessions. In addition to the engagement sessions, staff and students were invited to submit written feedback via the online survey and/or directly to the project team.

What we achieved

- 1) **A map of the future Organisation Structure**
- 2) **Executive Team** – structure, roles and responsibilities; terms of reference
- 3) **Faculty Size and Scope** – 5 faculties in the fields of Engineering & Built Environment; Science; Business; Arts & Humanities; Digital & Data
- 4) **High Level Designs for:**
 - Faculty of the Future
 - School of the Future
 - Research & Innovation
 - Partnerships (Engagement, Partnerships and Alumni)
 - Academic Affairs & Learning, Teaching & Assessment *
 - Student Services & Wellbeing (including Recruitment, Admissions & Participation) *
 - Library
 - Governance & Compliance *
 - Communications & Marketing
 - Strategy & Planning
 - Finance
 - Technology Services (ICT)
 - Equality, Diversity & Inclusion
 - Human Resources
 - Estates & Facilities Management
 - Foundation


What we learned

Expect the unexpected: Due to the impact of Covid 19, the project extended beyond initial expectations (June 2020).

Power of the people: Direct engagement with social partners and the wider University was critical to the success of Phase 1. In recognition of this, a ‘Consultation and Validation’ period from July – October 2020 was built into the process which was initially unplanned. This included more than 100 engagement sessions and involved over 1,000 staff, students and external partners and was complemented by an online survey which was open to all colleagues to provide direct feedback. This direct engagement was critical for explaining and testing proposals and resulted in staff both understanding what we are trying to achieve with the new Organisation Design but also the potential opportunities for them.

Phase 2 is now underway and will involve more detailed design of the various elements of structure.

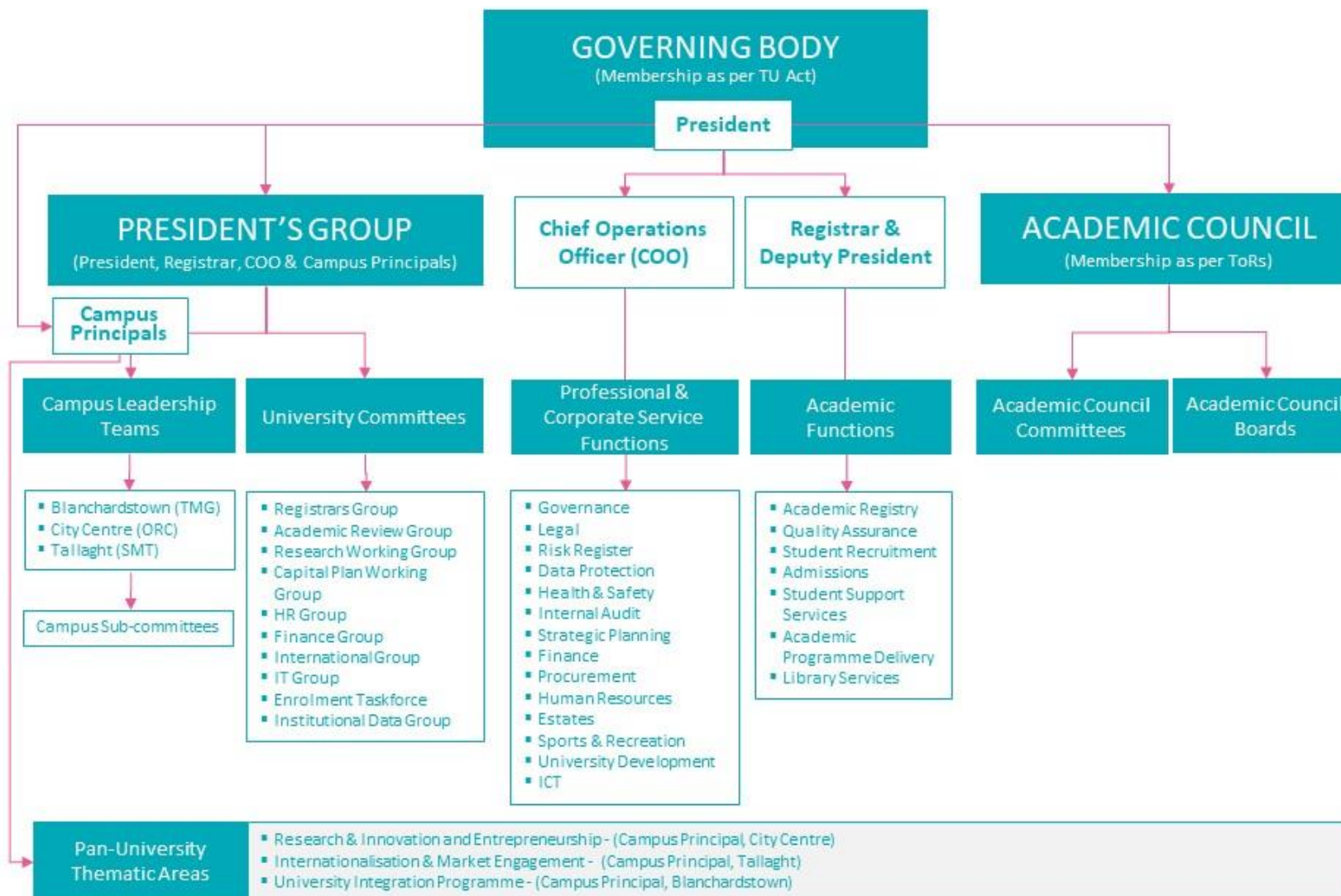
7. Signature: *Of the President or on behalf of the President (please sign in space below)*

Signature:	
Date:	12/03/2021

APPENDICES

Appendix 1. – Interim Management Structure

Governance & Management Structures (Interim as at February 2020)



Appendix 2. – Principles of the TU Dublin Education Model

1. STUDENT-CENTRED AND STUDENT-ENGAGED FOR STUDENT SUCCESS	An emphasis on student engagement and connectedness with the entire university community; at the governance level; with staff and with administrative and welfare supports; with clubs and societies and with fellow students; and with industry, community and international partners; enriching and integrating the learning experience and developing active citizenship, along with team working, leadership, entrepreneurship, work preparedness and other key skills. Alongside a student-centred approach that balances guidance with student agency in determining their own learning path and allows flexibility in accessing their education through diverse and innovative modes of delivery.
2. CONNECTED, ENGAGED, INTERNATIONALISED CURRICULUM	A connected, engaged and internationalised curriculum; co-created and delivered in partnership with the student and with industry, community, HE and international partners; with a strong emphasis on the application of knowledge, research and scholarship, sustainability, experiential learning and development of active citizenship. Inculcating the TU Dublin Graduate Attributes through the integration of: research-led innovative teaching; enquiry-based collaborative learning and research skill development; workplace, community and international experiential learning; career development learning; and the full range of formal, informal and technology-enhanced learning experiences in the formation of the graduate.
3. DISTINGUISHED BY DIVERSITY OF PROVISION AND FOCUS ON PRACTICE AND CAREER DEVELOPMENT	Apprenticeship and skills offerings will occupy an important place within a continuum that ranges from short, work-based or part-time programmes and continuous professional development to the full spectrum of academic awards, spanning from Level 6 to Level 10 of the National Qualifications Framework, all distinguished by a focus on practice, experiential learning and career development. The range of learning styles and experiences that TU Dublin will support and the mobility between them will differentiate TU Dublin from other universities.
4. EXCELLENT, FLEXIBLE, AGILE TEACHING & LEARNING	Innovative teaching, learning and assessment practice, utilising multiple modes of delivery and interaction within a Universal Design framework for enhanced outcomes for all students and enhanced agility, flexibility and sustainability of provision, supported by imaginative and judicious use of technology.
5. KNOWLEDGE -CREATION TO APPLICATION	A core commitment to knowledge creation, research and scholarship. Learners will encounter leading edge knowledge in the disciplines at all levels and work directly with researchers, deepening their knowledge and supporting them to become innovative workplace practitioners and new researchers with the skills to participate in leading edge and engaged research, researcher training at Levels 9 and 10 and effective knowledge exchange.
6. HIGHLY ENGAGED STUDENT EXPERIENCE	A commitment to embed engagement with industry and community partners in process, policy and practice will be reflected in an engaged student experience of learning in workplace, community and professional environments, industry and community-based research and development projects, and multidisciplinary and multisectoral activities, developing rounded and engaged citizens.
7. INCLUSIVE, GLOBAL, MULTI-CULTURAL	A multi-cultural, globally connected and inclusive learning community with strong international exchange of students and staff, physical and virtual. The diversity of learning, culture, and skills that students bring will be respected and valued, and will be utilised to enrich learning for all through peer-learning networks, student mentors, international team projects and co-curricular activities. Supported by a comprehensive, proactive and ongoing drive to establish TU Dublin as a beacon of equality, inclusiveness, welcome and respect for all in its community, regardless of gender identity, race or background, and to make our educational provision equally empowering for all.
8. CONTINUOUSLY DEVELOPING, COMMITTED AND CARING STAFF	Promotion and recognition of excellence in teaching and student development supported by high-quality staff development opportunities and resources; local and global, physical and virtual staff mobility; and practice-based CPD that will be recognised within a national professional development framework.
9. TRANSITION	A proactive, caring and flexible approach to supporting students as they transition to higher education and in the programme choices they make. TU Dublin will work with schools, further education providers, employers and community organisations to develop accessible pathways and to ensure students are as well prepared as possible, and will proactively support students to adjust to HE and develop self-efficacy throughout the transition period.
10. ACCESS AND EQUAL OPPORTUNITY	An energetic and proactive approach to facilitating equitable access to education and opportunity to succeed for all students and potential students, particularly those from underrepresented communities, regardless of economic or social background, disability, gender, racial or cultural background or belief; supported by a Universal Design approach to all provision and services and to the physical environment, and by a culture of equality, inclusion and respect for all in the TU Dublin community.

Appendix 3. – Principles Underpinning the TU Dublin Academic Quality Framework

Student-Centred Approach	The framework will assure the quality of the total student experience, require good practice in all aspects of student learning, and foster and support a student-centred learning environment.
High Academic Standards	Quality assurance processes and procedures will be transparent, evidence-based and objective, and will rigorously interrogate academic standards and identify of best practice and improvement.
Stakeholder Input	While all stakeholders will be involved in the quality assurance system, the student voice and external peer involvement will be critical elements of the quality framework, and the interests of the professions, employers and society more generally will inform our quality framework.
Agile & Responsive	The Quality Framework will ensure the University is agile and can respond to the needs of internal and external stakeholders, such as students, staff, industry and society in timely, flexible and robust manner.
Enhancement	The Quality Framework will be underpinned by the assumption that there is always scope for the further enhancement and hence all processes will aim to continually improve the student learning experience.
Equality, Diversity & Inclusion	Equality, diversity and inclusivity will be central tenets of the quality framework and will be reflected in the processes and procedures.
Benchmarking	Independent external review and benchmarking against national and international standards will be essential elements in the TU Dublin Quality Framework.
Innovation & Context	The Quality Framework will encourage and support pedagogical innovation, while recognising the uniqueness and context of disciplines, programmes and students.