

1<sup>st</sup> September 2019 – 31<sup>st</sup> August 2020

<p><b>Institution Name</b></p>	<p><b>University College Dublin</b></p>
<p><b>Overview of institutional progress</b></p>	<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>This section of the document sets out a brief overview of UCD’s progress, at an institutional level, against the objectives identified in the HEA/UCD Mission-Based Performance Compact 2018 -2021.</p> <p>The past year has, of course, been unique in the challenges that have been presented to both UCD and all of our colleague HEIs. Covid-19 has suddenly and fundamentally changed the manner in which UCD operates many of its key activities and the flexibility and dedication shown by all of the members of the UCD community, academics, staff and students, have been critical in enabling UCD to continue successfully through this very difficult period.</p> <p>Notwithstanding the significant difficulties of Covid-19, UCD has made good progress against the targets set out in our Compact. The individual sections set out in this report give a more detailed account of this and there is no need to repeat these details here, consequently we focus here on some high-level points which we believe are important in reflecting on UCD’s progress and also in contributing to developing the strategic dialogue process. It should be clearly noted however, that the Covid-19 crisis is far from over and the impact on our targets for next year cannot as yet be clearly assessed. UCD will continue to keep the HEA informed of progress and key issues as the year unfolds.</p> <p>Overall, UCD has found the Self-Evaluation process to be very helpful in clarifying targets and in measuring our progress against them. UCD is also pleased to discuss our institutional priorities with HEA on a formal and regular basis and in particular in the light of continuing national objectives for higher education. This process helps to ensure that there is an appropriate alignment between UCD’s objectives, national priorities and the best use of resources.</p> <p>The primary driver of UCD’s institutional priorities is and will continue to be our Strategic Plan. As you are aware, UCD’s strategic plan was launched in December 2019. This plan, UCD Strategy 2020 – 2024 ‘Rising to the Future’ builds on the successes of our previous strategic plan and is designed to position UCD to take on varied challenges such as creating a sustainable global society and understanding the transformations possible through digital technology. UCD is also very happy to discuss our new strategy and any potential changing priorities with the HEA over the coming months.</p> <p>UCD has also set 12 Key Performance Indicators (KPI) and targets against which we wish to benchmark ourselves. These have been agreed with the UCD Governing Authority.</p>

Finally, we would like to reiterate UCD's support for the strategic dialogue process. We have found it to be of significant assistance in the past number of years in terms of clarifying objectives and priorities across the sector. However, the ongoing efficacy of the process must be seen in the context of a sustainable funding model for the higher education sector as a whole. This is particularly urgent in the light of the Covid-19 crisis. If Ireland is to successfully emerge from the Covid-19 crisis and if Ireland is to be a destination of choice for high quality investment and employment, then it is axiomatic that our national higher education system must be competitive with the highest international standards.

**Please note:** Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

**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.*

UCD has made significant progress with reference to Key System Objective 1 in the area of career development and employability. One of the interesting synergies that emerged (which was unexpected) resulted from our engagement with the Human Capital Initiative. The initiative heightened awareness across the university at undergraduate and graduate levels of the importance of skills and employability, and generated interest from a wide range of disciplinary areas resulting in a number of projects being awarded funding across disciplines and with other institutions. For the last three consecutive years of the QS World Rankings, UCD has maintained its position within the top 80 universities in the world for graduate employability and as No 1 in Ireland. We have developed an institutional employability statement and each disciplinary area has outlined very clear career pathways as part of our 2021 UCD Undergraduate Prospectus.

We were moving consistently towards achieving our KPIs until March 2020 when COVID-19 displaced a number of activities and focus shifted to supporting our students in a primarily online context. Although COVID-19 prevented a full presence on campus, UCD clubs and societies continued to engage with students through online platforms including a new Online Student Events Calendar; with an open rate in excess of 20,000 students per email. UCD continued to support students with internships and professional placements subject to public health guidelines and in the context of the academic requirements of their programmes. After much planning, consideration, and reflection UCD decided against pursuing a new primary teacher PME programme.

**Strategic Priority 1.1 – 1.2: Career development and employability**

<b>i. Institution Strategic Initiatives</b>	<p><b>1.1.1 Increase opportunities for students to acquire and develop skills</b></p> <p><b>1.1.2 Expand recognition of co-curricular activity</b></p> <p><b>1.1.3 Put in place employability statements for all disciplines</b></p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>September 2020 Interim Target</b>	<b>September 2020 Actual</b>
Student members across all societies	16,000 (This should have been reported as 13,065 with target increases of 1% (13,196 in 2018/19, 2% (13,460) in 2019/20 and 2% (13,730) in 2020/21)	11,210 (-14%)	13,460 (~2% increase)	. In 2019/20 there were 13,683 unique student memberships in societies
Student members of sports clubs	5,562	5,780 (+4%)	6,854 (~2% increase)	6,852 unique members, 9,184 memberships
On campus student volunteering	1,000	1,598 (+60%)	1,140 (~7% increase)	1,983 UCD students registered with StudentVolunteer.ie

Participation in internships and work placements	1,360	1,457 (+7)	1,632 (~10% increase)	1,221
Students' enrolments in co-curricular awards	100	520	600	480 students were registered to the UCD Advantage Award for 2019/20
Employability statements for all disciplines	No baseline	Institutional Statement on Employability published, which sets out ambition for employability across all discipline areas.	Achieved	Achieved
<b>iii. Interim targets, commentary and data source (maximum of 300 words)</b>  <b>Please colour code this box in line with progress achieved.</b>	<p><i>Please provide commentary on your Institution's achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.</i></p> <p>Until March 2020, when restrictions associated with COVID-19 were introduced, UCD was working consistently towards the KPIs set. UCD has achieved green status with reference to the publication of its Institutional Statement on Employability which sets out its ambition for employability across all discipline areas <a href="https://www.ucd.ie/registrar/t4media/UCD%20Career%20and%20Skills%20Statement.pdf">https://www.ucd.ie/registrar/t4media/UCD%20Career%20and%20Skills%20Statement.pdf</a> In addition each disciplinary area has outlined clear career pathways as part of our 2021 UCD Undergraduate Prospectus <a href="https://www.myucd.ie/ucd-prospectus/">https://www.myucd.ie/ucd-prospectus/</a> so that students thinking about their future areas of study can see where their undergraduate degree can lead. We also introduced a new feature for students to foreground the importance of employability. When registering, undergraduate students are now also asked to complete a three-question survey related to career readiness, work experience and sectors of interest to work in after graduation. The insights and learnings produced by the data analysis of the survey results will allow us to better understand students' career development. UCD is the first university to include this type of survey at registration. During this period, we also launched 'Jumpstart', a new online interactive model aimed at maximising career opportunities for our international students. We discontinued our Rise Co-curricular Award and concentrated our efforts on our Advantage Award as the Rise Award was targeted at new students who were not ready to fully participate; they require time to adjust to University experience. While we did not reach our target in relation to students' enrolments in co-curricular awards, we expanded our UCD Advantage award to our business campus in Singapore and included new modules with a focus on Sustainable Development to broaden its appeal to students.</p> <p>COVID-19 presented challenges to student internships and placements; some areas were more affected than others in terms of the number of internships offered/cancelled. Where possible these were mitigated so that no student was disadvantaged in the context of their experience. We worked closely with the accrediting bodies of our professional programmes to ensure our students needs were met.</p> <p>From March 2020 COVID-19 impacted our projected KPIs in a number of ways. Despite restrictions, initiatives were continually developed to support students. Society memberships from last year were rolled forward and Zoom licenses enabled members to continue to meet. UCD Sport &amp; Fitness produced online on-demand fitness classes reaching over 16,000 gym users, located both in Ireland and abroad. UCD Sport and Fitness in partnership with Healthy UCD, created a new concept called UCD100 providing a platform</p>			

for students to improve their physical, mental & nutritional fitness. This initiative has encouraged students to walk, jog or run 100km over 30 days for charity. To date a total of €13,000 euro has been raised for UCDSVP by over 1,100 student participants from 25 counties nationally and 12 countries internationally. Online learning for clubs was also developed with modules in data protection, safety, first aid and safeguarding children undertaken by 51 sports clubs.

**Strategic Priority 1.3: Expand our provision of Initial Teacher Education to include a primary teaching PME and the development of an Undergraduate 4+1 Education pathway for primary and secondary school teachers**

**i. Institution Strategic Initiative** None specified.


<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>September 2020 Interim Target</b>	<b>September 2020 Actual</b>
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No KPI provided in the 2019 Self-Evaluation Report	No baseline provided in the 2019 Self-Evaluation Report	No progress provided in the 2019 Self-Evaluation Report	No interim target for 2020 is provided in the Compact	Not achieved.
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**iii. Interim targets, commentary and data source (maximum of 300 words)**

*Please provide commentary on your Institution’s achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.*

**Please colour code this box in line with progress achieved.**



The UCD School of Education progressed plans for the development of a primary teaching PME and the development of an Undergraduate 4+1 Education pathway for primary and secondary teachers. A submission was prepared for the Teaching Council, for the primary teaching PME, however the stipulations on additional staff and requirements for practice placement were considered onerous in the context of providing this type of programme with an intake of 50 students per year. The Teaching Council expressed reservations about proceeding with this initiative when pupil numbers in primary schools are projected to decrease substantially in the future. An application for accreditation was submitted, but subsequently withdrawn by mutual consent of the Teaching Council and the School. The budgetary context of UCD, adherence to ECF guidelines and a degree of uncertainty in relation to take up, were further considerations in not pursuing this initiative. Coupled with pressures on existing staff due to expanding numbers on the post primary PME and other education component degree programmes across the university, meant that it was not possible to pursue this development as part of this compact. UCD will continue to work with the Teaching Council in planning initiatives to address issues of teacher supply at post primary level in the areas of STEM, Gaeilge and Modern Languages.

**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;**

UCD has continued to make great strides in realising the ambition of its 2016-2020 Global Engagement Strategy, despite the impact of COVID-19 from January 2020 onwards.

On UCD’s Dublin campuses, international student numbers (EU & non-EU combined) increased further to 8,574, representing 29% of all UCD students in Dublin and bringing diversity to the UCD community with students from 145 different countries. Overseas, 2020 saw the establishment of two new joint international colleges in China – Chang’an-Dublin International College of Transportation (CDIC) and Guangzhou-Dublin International College of Life Sciences and Technology (GDIC). UCD’s three international colleges in China - Beijing-Dublin International College (BDIC), CDIC and GDIC – now enrol over 2,000 students, in addition to a further 2,200 students in other transnational programmes.

In support of other areas of UCD’s Global Engagement Strategy, a Global Engagement Seed Fund was created to provide funding to faculty and staff to advance and deepen global partnerships, and five innovative initiatives were funded.

Responsiveness to COVID-19 has naturally been at the forefront of UCD’s mind with a significant focus on ensuring the safe and co-ordinated arrival of new international students to Ireland, and the management of travel safety and risk for outbound students and staff.

**Strategic Priority 2.1 Attract and retain and excellent and diverse cohort of students, faculty and staff;**

<p><b>i. Institution Strategic Initiatives</b></p>	<p><b>2.1.1 Identify and develop new international student markets</b> <b>2.1.2 Ensure optimal efficiency at all stages of the international student recruitment cycle</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>September 2020 Interim Target</b></p>	<p><b>September 2020 Actual</b></p>
<p>University level KPIs:  <ul style="list-style-type: none"> <li>• KPI 10.2 Non-EU Student FTEs (non-EU fee-paying student equivalent full-time load)</li> <li>• KPI 5.3 International Students Based on Nationality (proportion of Irish to non-Irish students)</li> </ul> <p><b>[Data on these KPIs has not been provided]</b></p> </p>	<p>a) UCD works actively in 4 major international markets (North America, China, India and SE Asia/NE Asia), and is seeking to develop and consolidate 3 additional markets (Middle East, Latin America and Sub-Saharan Africa)</p> <p>b) For Non-EU UG &amp; GT applicants, Offer to Acceptance rates between 40-50% &amp; Acceptance to Registration</p>	<p>At September 2019, progress against these targets is as follows:  a) UCD officially launched its 5<sup>th</sup> Global Centre (in Dubai) in January 2019; at September 2019, non-EU applications from the Middles East and North Africa showed an increase of 16% year-on-year, with final confirmation of Semester 1 registration to be available following the November census date.</p>	<ul style="list-style-type: none"> <li>○ Recruitment activity in key African markets has led to growth in enrolments in line with 2019/20 enrolment projections and market plan</li> <li>○ Maintenance of conversion rates with an Offer to Acceptance rate of at least 45% and an Acceptance to</li> </ul>	<p>In the 2019/20 academic year, UCD exceeded its non-EU student FTE target (target: 5040 FTE; actual 5111 FTE), as per KPI 8 in UCD’s revised University-level KPIs under the “Rising to the Future UCD Strategy 2020-2024”.</p> <p>While offer to acceptance rates have fluctuated in line with a significantly more competitive market for international student recruitment (whereby greater numbers of applicants/offers are</p>

<ul style="list-style-type: none"> <li>• International Market consolidation and expansion</li> <li>• Offer to Acceptance Rates</li> <li>• Acceptance to Registration Rates</li> </ul>	<p>rates between 78-88% (based on 2015/16 – 2017/18 data)</p>	<p>b) Developed during the course of 2018/19, the new “UCD Global” website was soft launched (as planned) in July 2019. Work continues to test and finalised the new site, with an October deadline.</p>	<p>Registration rate of at least 83%</p>	<p>required to generate additional acceptances), UCD’s Acceptance to Registration rate has improved significantly in response to a targeted conversion campaign. Acceptance to Registration for 2019/20 (Nov 2019 census) was over 90%.</p> <p>Year-on-year enrolments from developing markets in the Middle East, Latin America and Sub-Saharan Africa increased by 6.6%, 23.9% and 11.7% respectively. This growth was in line with enrolment projections and efforts to ensure greater diversity in the international student population. In particular, Kuwait, Saudi Arabia and Nigeria now appear in UCD’s top 10 sending countries for non-EU students.</p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p>Interim targets achieved at September 2020</p>			
<p><b>Strategic Priority 2.2 Provide students with opportunities to develop interpersonal, intercultural and life skills; Develop a distinctive global culture</b></p>				
<p><b>i. Institution Strategic Initiative</b></p>	<p><b>2.2.1 Implement the UCD Outbound Mobility Action Plan</b> <b>2.2.2 Reinforce the links between outbound mobility and graduate employability</b></p>			

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target	September 2020 Actual
<p>Number of students on outbound exchange and traineeships.</p> <p>Outbound Mobility Action Plan</p>	<p>a) UCD sent out 602 students on outbound exchange and traineeships in 2017/18, but this figure does not capture all outbound mobility.</p> <p>b) No specific baseline data</p>	<p>At September 2019, progress against these targets is as follows:</p> <p>a) With support from UCD Global, Partnership Engagement Plans have been developed for 4 out of 6 UCD College (with 2 plans currently in development). Each of these plans contains a College level mobility KPI and/or other objectives intended to boost outbound mobility. With the launch of a new UCD Strategy expected in October 2019, a formal KPI for outbound mobility at institutional level is now under consideration pursuant to that Strategy.</p> <p>b) UCD hosted a Languages Connect symposium on 05 October 2018 to discuss the implications of the Government's Language Connect Strategy for 2<sup>nd</sup> and 3<sup>d</sup> level institutions. Speakers and guests were drawn from both Ireland and overseas.</p>	<p>a) New outbound mobility applications and student management system developed, tested and rolled out</p> <p>b) UCD's Outbound Mobility Action Plan to confirm UCD's strategy for connecting mobility and employability, develop measures (as necessary), actively consider the place of internships and work-integrated learning in outbound mobility, and make recommendations on necessary structures and supports</p>	<p>In the 2019/20 academic year, a total of 827 UCD students participated in outgoing mobility. This was entirely made up of semester-long and year-long exchanges, as other forms of physical mobility which operate over the summer were all suspended due to the onset of the COVID-19 crisis.</p> <p>In March/April 2020, UCD's focus necessarily shifted to crisis management for its mobile students in Semester 2. Similarly, and given ongoing uncertainties regarding public health, international travel and the capacity of partner institutions to receive students, UCD then proceeded to suspend all outbound student mobility for the Autumn Semester (September 2020).</p> <p>In the face of this crisis management, certain projects arising from the Outbound Mobility Action Plan were necessarily delayed. However, a new bespoke IT application for outbound student mobility was scoped and developed during the year (for implementation in the 2020/21 academic year). Similarly, discussions have continued about the connections</p>



				<p>between mobility and employability, with a series of international employability events held in mid-February 2020 in coordination between staff in the international, careers and alumni offices at UCD.</p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p>Interim targets achieved at September 2020, noting some slower implementation due to COVID-19</p>			

### 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;

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UCD is strongly committed to excellence in research and innovation and to delivering impact locally, nationally and globally.

We are building on an outstanding base of scholarship within all our disciplines, and in the interdisciplinary spaces that develop from them. From this, we deliver knowledge and ideas that inform policy, support enterprise, deliver innovation, and enrich culture and society. Complementary to the individual academic disciplines in UCD, our interdisciplinary research themes are 'Agri-Food', 'Health', 'Energy', 'ICT', 'Environment', and 'Culture, Economy & Society'. These align well with Ireland's national research priorities, and with European funding priorities. The next academic year will begin a new 5 year strategy cycle, with renewed themes and emphases.

During this period, UCD has seen particular growth in collaborative research, with other universities, and also with industry. This has helped to grow overall research funding and activity, and to provide new partners and pathways to achieve societal and economic impact. UCD continues to achieve research excellence with impact, contributing strongly to Ireland's position in European innovation scorecards.

The 2019-2020 academic year has been exceptional due to the pandemic, and a remarkable role has been played by researchers in UCD to address the many challenges arising from Covid19.

#### Strategic Priority 3.1 Increase the quality, quantity and impact of our research, scholarship and innovation.

<b>i. Institution Strategic Initiatives</b>	<p><b>3.1.1 The Impact Programme:</b> developing the tools and supports to maximise the impact of UCD's research, this initiative ensures impact is a key consideration from the planning of a research project to its execution.</p> <p><b>3.1.2 The Excellence Framework:</b> defines excellence by academic area, against established external reference points, and assists academic staff to maximise the academic impact of their research and enhance UCD's reputation as a result.</p> <p><b>3.1.3 Value through Innovation:</b> advance the already significant position of UCD in innovation through increased spin-in and spin-out success and through deeper industry engagement.</p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>September 2020 Interim Target</b>	<b>September 2020 Actual</b>
Number of impact case studies	39	54 against target of 51	66	65
Number of publications in Scopus listed journals	3,369	3,702	3,574	4,056
Number of spin-outs	4	5	5	8

Number of licences	21	29	24	26
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p style="color: red;">Please colour code this box in line with progress achieved.</p>	<p><i>Please provide commentary on your Institution's achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.</i></p> <p>UCD continues to be highly successful in research, innovation, and impact. UCD has 4,056 publications in Scopus listed journals in the period (Source: SciVal). The reflects continued growth in successful research activity at UCD, and is approximately 13% ahead of the target. Growth in research funding has enabled greater levels of activity and outputs, and supports our objective of increasing the quality, quantity and impact of our research scholarship and innovation. The growth in research activity will translate to growing levels of subsequent impact and innovation, providing future benefits to society and the economy.</p> <p>UCD has successfully 'mainstreamed' the broad concept of impact within research and innovation, and has developed a suite of tools and supports to assist researchers in planning, capturing, and communicating impact. UCD developed 65 impact case studies, which is just below the target of 66. Challenges arising from Covid19 left the academic community with less time available to develop impact case studies, despite best efforts. We have a further pipeline of impact case studies already in development.</p> <p>8 new UCD spin-outs were registered with the Companies Registration Office during the period, which is 160% of the target of 5. During the same period, 26 licenses were issued which is 8% ahead of the target of 24 (source: KTI reported metrics). Physical capacity for spin-outs and spin-ins has now significantly increased with the opening of the new NovaUCD East Courtyard, which brings total capacity to 450 people. Demand for the new space has been high, with over 80% capacity booked within the first year. UCD has also secured €4 million to develop an Agricultural Technology Innovation Centre at UCD Lyons Farm.</p>			
<p><b>Strategic Priority 3.2 Diversify our funding base in support of our key research priorities</b></p>				
<p><b>i. Institution Strategic Initiatives</b></p>	<p><b>2.2.3 EU Funding Support Programme:</b> encourage greater participation through an enhanced support and positioning programme</p> <p><b>2.2.4 Industry Funding Support Programme:</b> develop a strong portfolio of collaborative programmes through SFI SPPs, SFI Centres, SFI CRTs, EI Tech Centres, and Disruptive Technology Innovation Fund</p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>September 2020 Interim Target</b></p>	<p><b>September 2020 Actual</b></p>
<p>EU Funding</p>	<p>€17M</p>	<p>12.7% growth over baseline</p>	<p>% growth in EU funding over baseline – 10%</p>	<p>€28.3m (66% over pre compact baseline)</p>
<p>Industry Funding</p>	<p>€4.5M</p>	<p>70% growth over baseline</p>	<p>% growth in industry funding over baseline – 5%</p>	<p>€7.8m (73% increase on pre-compact baseline)</p>

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

**Please colour code this box in line with progress achieved.**

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Funding outcomes were again strong with UCD recording another very successful funding year in 2019/20, securing over €122M in new awards (Source: UCD RMS).

In particular, performance against targets for EU funding made a significant contribution to this outcome, with the increase from the €17m baseline figure increasing by 66% to €28.3m in 2019/20, substantially overperforming against the original target for a 10% increase against baseline (Source: UCD RMS).

This success was enabled through the supports provided to UCD principal investigators and bid teams by the EU Research Office in UCD Research. This team was put in place in 2018 to focus on research income generation, pipeline development and increased EU research impact. The EU Research Office has been particularly effective in increasing the number of UCD researchers participating in EU research programmes by supporting UCD researchers to take on lead coordinator roles to maximise the funding.

Another important factor in the substantial increase in UCD's research income over the last three years has been increased success rates across a wider range of funding schemes including new funding schemes such as the SFI Frontiers for the Future programme. Additional funding has also been achieved by recently recruited academic research active hires.

Importantly, industry funding, principally through co-funding partnerships, also performed significantly over targets. UCD has continued its investment in the Research Partners team to assist researchers in identifying and pursuing major collaborative research programmes that are typically co-funded by industry partners. This has led to significant success in SFI Centres, EI Technology Centres, SFI Strategic Partnerships, SFI CRTs, and the Disruptive Technology Innovation Fund. The effectiveness of this specialised resource has contributed to a 33% increase in average income for the 3 years from 2017 to 2020 (€131m pa) compared to the previous three-year average (€99.1m pa) (Source: UCD RMS).

**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;**

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UCD works hard to ensure that our student body reflects Ireland’s diverse population. Fundamental to our progress has been a decision to reconceive the nature of our student body and how we support their diverse backgrounds, needs, and abilities. This process led us to adopt an institution-wide evidence-based approach to access and inclusion - [University for All](#). For many years, we have ensured that entry routes are open to groups of students traditionally under-represented, however this was deemed the primary responsibility of access staff. We have repositioned our approach, and moved access, inclusion, and diversity from the margins to where it is now considered everyone’s business.

Diversity of our community, whether geographic, cultural, or social, brings great advantage to an institution. Sharing of different perspectives and outlooks generates new thinking and innovation. These are core to our business and key enablers to achieve excellence. Access, inclusion, and diversity is not an add-on, rather it is at the heart of a University’s mission in achieving excellence in education and scholarship ([Rising to the Future, UCD 2020](#)).

To oversee this institutional transformation, we established the University Widening Participation Committee; building on the University’s strategic plan, we offer an extended range of undergraduate entry routes, and reserve one quarter of these places for access students; we also focus on graduate entry routes for access students, and have pioneered Open Learning, offering part-time undergraduate flexible study options. We also provide Ireland’s largest access scholarship - Cothrom na Féinne - to continue our commitment to improving equality of opportunity and ensuring that our student body reflects Ireland’s social mix.

**Strategic Priority 4.1 Develop and implement a suite of responses to widen access and ensure participation by diverse student cohorts, including students with disabilities, mature students, part-time students, students from communities experiencing disadvantage, Irish Travellers/ethnic minorities, lone parents, refugees, asylum seekers and those given leave to remain.**

i. Institution Strategic Initiatives	4.1.1 Expand activities to widen access			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target	September 2020 Actual
Widening Participation – Undergraduate Programmes (Certificates, Diplomas and Degrees)	<p>4,993 / 17,169 = 29.1%</p> <p>Revised baseline:</p> <p>5,444/17,343 = 31.4% using the new methodology (Appendix - Access Key Performance Indicators - Rational and Methodology)</p>	<p>5,492 / 17,186 = 32.0%</p> <p>Revised Progress:</p> <p>5,422/17,186 =31.5% using the new methodology (Appendix - Access Key Performance Indicators -Rational and Methodology)</p>	<p>6,360 No longer relevant to new KPI</p> <p>Revised Target 2020: 32%</p> <p>Revised Target 2021: 33%</p> <p>Key data source for calculating this KPI is no longer available, Equal Access Survey. Proposed</p>	<p>5,625 / 17,332 = 32.5%</p> <p>(Using new methodology:</p> <p>Appendix - Access Key Performance Indicators – Rational and Methodology)</p>

		This figure now includes students entering under the HEAR programme who had previously been omitted and Students with Refugee status.	to rebase based on new KPI	
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p> 	<p><i>Please provide commentary on your Institution’s achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced</i></p> <p>UCD set an ambitious target whereby 33% of students would come from diverse communities. In the final year of the University Strategy, 2015-2020, we made significant progress, with now 32.5% of our undergraduate students from groups with historically low participation in HE.</p> <p>The factors contributing to this achievement include, expansion of entry routes, reserved access quota (24.5%), our wrap-around service model, comprising pre-and post-entry access initiatives and support, and importantly the institutional University for All strategy, demonstrating that student access and inclusion is at the heart of UCD’s mission and strategy.</p> <p>In response to COVID-19, the delivery modes for access supports, services and initiatives were adapted and migrated to online delivery from March 2020. These reflect the student lifecycle: at pre-entry stage the supports offered include - Outreach, Mentoring, Role models Awards, Student Welcome Programme, Information Series, and Scholarships. Post-entry, students are offered, Key workers, Drop-in service, Weekly Academic workshops, Technology, Social supports, Needs Assessment, Occupational Therapy, Learning Support Service, Assistive Technology, and Access Boot Camp. To support early career success, a dedicated Career Consultant and the Pathways to the Professions project is available.</p> <p>Finally, the availability of student data is a key strategic lever in widening participation. We committed to enhancing this further – namely to identify progression and completion targets for under-represented groups by programme for 2020. Due to unavoidable resource constraints, coupled with remote working challenges, this objective has not been met; it has been rescheduled for 2021. All Programmes have access to admissions and participation data, and these are informing their University for All Action Plans.</p>			
<p><b>Strategic Priority 4.2 To support and enable the University to develop an institution wide, universally designed and inclusive approach to access, participation and success</b></p>				
<p><b>i. Institution Strategic Initiative</b></p>	<p><b>2.2.1 Develop the University for All initiative</b> <b>2.2.2 Develop a University Student Success Strategy by 2020</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>September 2020 Interim Target</b></p>	<p><b>September 2020 Actual</b></p>
<p><b>The 2019 SER report did not include the following information, which has been taken from the Compact</b></p>				

<p>No KPI provided in the 2019 Self-Evaluation Report</p>	<p>No baseline provided in the 2019 Self-Evaluation Report</p>	<p>In 2018/19 consult with faculty and professional staff to identify local access priorities, resources available, identification of any training needs, and result in the development of associated action plans.</p>	<p>2019/20 deliver on action plans</p>	<p>Following the consultation process of 2018/19, we began the development of the University for All implementation process and trialled the process with four parts of the University, as detailed below. The implementation process did not proceed as quickly as intended because of COVID-19, but we are happy that key elements of the process were trialled (as outlined below) and the strategy agreed.</p> <p><b>College of Engineering &amp; Architecture</b> Toolkit workshops held both Schools (4 Oct 2019; 24 Jan 2020) Universal Design for Teaching undertaken by 14 faculty members (Nov 2019)</p> <p><b>College of Science</b> Toolkit workshop scheduled – 12 March 2020 (deferred due to COVID-19)</p> <p><b>College of Social Sciences &amp; Law</b> Aligned with Pathways to the Professions to the Profession project (Law) Universal Design for Teaching held on 12 Feb. 2020</p> <p><b>UCD Estates</b> Piloted an accessibility review process for new builds/capitol refurbishments. UCD Access Symposium spotlight on the Built campus (May 28 May 2020; (deferred due to COVID-19).</p>
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				<p><b>Implementation Strategy</b> - approved by UMT Education Group, 16 April 2020. Key components are Academic/Administrative leaders – hold overarching responsibility</p> <p><b>Widening Participation Committee reps</b> – local co-ordination</p> <p><b>Research Framework Self -assessment workshops</b> – content as follows -</p> <ul style="list-style-type: none"> <li>- Access data</li> <li>- Student panel</li> <li>- Universal Design for practice</li> <li>- Self-assessment group exercise using <a href="#">Toolkit for Inclusive Higher Education Institutions</a></li> <li>- Identify examples of good practice</li> <li>- Identify areas to be addressed</li> <li>- Development of Action Plan</li> <li>- Submission to College Principal for approval</li> <li>- Implementation process support and expertise provided Access &amp; Lifelong Learning</li> </ul>
<p>No KPI provided in the 2019 Self-Evaluation Report</p>	<p>No baseline provided in the 2019 Self-Evaluation Report</p>	<p>No progress provided in the 2019 Self-Evaluation Report</p>	<p>Recognising that the University for All initiative will be an important component, UCD will describe its approach to student success in a</p>	<ul style="list-style-type: none"> <li>- Student Experience Mapping completed and published.</li> <li>- Education and Student Success Strategy drafted.</li> </ul>



			<p>unified Student Success Strategy by September 2020 through:</p> <ul style="list-style-type: none"> <li>- Distillation of existing student success associated initiatives and strategies, with particular reference to the UCD Student Education Strategy, “Our Students’ Education and Experience” 2015-2020.</li> <li>- Completion of a UCD Student Experience Mapping project which will identify opportunities for improved integration of student services and supports and will also highlight gaps and areas for prioritisation in the overall student experience.</li> <li>- Evaluation of internal and external technological tools that allow the UCD student and staff community to reflect on attendance, engagement, retention, and academic progress for all students in order to optimise approaches that harness data analytics for student success.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of first phase of the UCD LEAP project completed.</li> <li>- Student engagement data has been used to inform operational approaches to the pandemic.</li> <li>- Unishare expanded to incorporate School and College Offices.</li> </ul>
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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 achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.

The Student Success Strategy which is embedded in the Education and Student Success Strategy was published in draft form in 2020 to enable consultation. However, consultation was delayed to allow for an emergency response to the COVID 19 pandemic, and the full publication of the strategy has been postponed to 2021. We note that the aspect of the Strategy that most aligns to inclusivity and universal design has long been published and is encapsulated in the University for All Initiative summarised below. Student experience mapping was also completed in 2020, and a number of spinout projects were launched. The UCD LEAP project, which attempts to measure the impact of student attendance on their engagement in pilot programmes, was also impacted by the pandemic. However, alternative engagement indices have been used where attendance had to cease.

UCD developed the University for All Implementation Strategy. Underpinned by the new UCD strategy - Rising to the Future (UCD 2020), it is overseen by the UMT Education Group and the University Widening Participation Committee. This is the first initiative of its kind, reflecting the HEA's mainstreaming agenda. While the implementation rollout was slower than anticipated due to COVID-19, all Academic Programmes, and Policy and Support units are actively engaged in developing their Implementation Action Plans to create an inclusive educational environment where access and inclusion is everyone's business. This past year the following actions have taken place -

- Implementation Strategy approved in April 2020; Toolkit for Inclusive Higher Education Institutions
- Project Lead appointed
- Baseline research undertaken; June 2020, a university-wide student inclusion survey conducted with students, faculty, and staff: results being prepared for dissemination
- Resources
  - Faculty and Staff resources developed -
    - [Toolkit for Inclusive Higher Education Institutions](#)
    - [University for All Inclusive Practice Blended and Online Learning](#) to assist faculty during COVID-19
    - University for All communications strategy, created a video series
    - [University for All in Action](#) (longer video)
    - [Introducing University for All](#) (shorter video)
    - Animation: [Welcome to Inclusive UCD: University for All](#)
    - Induction session for New Heads of School
  - Student resources developed
    - University for All – 'Welcome to Inclusive UCD' virtual module developed, introducing incoming students to their role in an inclusive university: completed by 3,200 students.

**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.*

The QQI Institutional Review has been a major undertaking. Its completion, and the completion of the associated Quality Improvement Plan, enables further emphasis on a number of elements that align to the HEA Compact, the Institutional Strategy and subsidiary strategies such as the UCD Education and Student Success Strategy referenced below. While most of the elements associated with quality of the learning environment are on schedule in terms of their implementation, the University remains vigilant to the potential impact of the COVID-19 pandemic. Some elements of the compact have served to help the University to maintain the quality of the learning environment in the face of the pandemic, most notable 5.2.1. Our new virtual learning environment involved the training and/or education of employees in a more agile and engaging learning platform just months before the pandemic struck and enabled the community of educators, technologists, and support staff to pivot to remote learning, albeit with very hard work under the most challenging of circumstances.

**Strategic Priority 5.1 Total Quality Management**


<b>i. Institution Strategic Initiatives</b>	<p><b>5.1.1 Engage with QQI Institutional Review</b>  <b>5.1.2 Enhance feedback systems</b>  <b>5.1.3 Develop assessment and feedback mechanisms</b>  <b>5.1.4 Develop counselling and welfare services</b></p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>September 2020 Interim Target</b>	<b>September 2020 Actual</b>
By the end of the HEA compact period, we aim to have: a) Engaged in an institutional level cycle of quality review	No baseline provided	Institutional Quality Review is underway	By 2020 to have completed the Institutional Quality Review in Spring 2020 with the publication of the Review Team report and its consideration by University Committees. Development of the Institutional Quality Improvement Plan (IQIP) and submission to QQI by 30 June 2020, establishment of University Steering	Interim Target was reached and surpassed. Site visit took place in October 2019 with publication of the Review Team report in Spring 2020

			Committee and identification of project leads to progress report recommendations, August 2020.	
<p>b) Improved our student feedback response rate to national surveys</p> <ul style="list-style-type: none"> <li>○ ISSE Taught Programme response</li> <li>○ ISSE PG Research Students</li> </ul>	<p>ISSE Taught: 27% in 2018</p> <p>ISSE PGR: 39.2% in 2018</p>	<p>ISSE Taught: 23.5%</p> <p>ISSE PGR: 31% in 2019</p> <p>It is anticipated that the ISSE Taught response rate might be improved by the implementation of a ‘you said we did” campaign, referenced in the original compact but not yet in place. However, because of the artificially high baselines against which future response rates are measured, the associated indicators pose a much greater challenge than originally anticipated.</p>	<p>Taught: 29%</p> <p>PGR: 38%</p>	<p>ISSE Taught 2020: 33.5%</p> <p>ISSE PGR 2020: no data (PGR fieldwork carried out every two years)</p>
<p>c) Enhance the experience of assessment for staff students through the development of guidance in line with the UCD curriculum review and enhancement project outcomes</p>	<p>No baseline provided</p>		<p>By 2020 develop a user-friendly guide for staff and students on assessment</p> <p>By 2020 redesign UCD’s module feedback system</p>	<p>Assessment resource published.</p> <p>Module feedback system reviewed, and a comprehensive redesign plan is ready for implementation.</p>
<p>c) Develop our counselling and welfare services through the implementation of the recommendation of an independent review of current practices</p>	<p>No baseline provided</p>	<p>No update provided.</p>	<p>No specific target provided</p>	<p>Independent review recommendations implemented.</p>

<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p> 	<p><i>Please provide commentary on your Institution’s achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.</i></p> <p><b>5.1.1.</b> Institutional Quality Review completed. The Review concluded that UCD showed due regard to the Qualifications and Quality Assurance Act 2012; QQI Core Statutory Quality Assurance Guidelines; European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015). <a href="https://www.qqi.ie/Downloads/UCD%20Cinnt%20Report.pdf">https://www.qqi.ie/Downloads/UCD%20Cinnt%20Report.pdf</a> An Institutional Quality Improvement Plan (IQIP) was submitted to QQI in June 2020. <a href="https://www.qqi.ie/Downloads/UCD%20IQIP_submitted%20to%20QQI%2020200701.pdf">https://www.qqi.ie/Downloads/UCD%20IQIP_submitted%20to%20QQI%2020200701.pdf</a></p> <p><b>5.1.2.</b> The student survey response rate improved in the year 2019/20 having been low in 2018/19. The factors responsible for the 2018/19 low was most likely that the previous year was artificially high in 2017/18. Nevertheless, the University embarked on a renewed programme of communication, particularly asking first year module coordinators and programme administrators in key groups to support; helping to surpass the interim target.</p> <p><b>5.1.3</b> UCD has developed six overarching institutional strategies to enhance feedback to students, embedded in the revised module descriptor system. Each module’s feedback strategies are visible to all staff and students. To support staff in the design and implementation of these feedback strategies, we have developed a new web resource: <a href="#">‘How do I give Feedback to Students?’</a>, as part of its revised <a href="#">assessment resource webpage</a>. The module feedback system was also reviewed, and a redesign and implementation plan has been put in place although not yet implemented.</p> <p><b>5.1.4</b> Aligned to the independent review, a series of initiatives were implemented in association with Student Counselling including:</p> <ul style="list-style-type: none"> <li>- Employment of an additional 1.5FTE for a trial period to support initial assessment of need; adapted significantly in March 2019 considering the COVID 19 Pandemic</li> <li>- Appointment of a new Head of Counselling</li> <li>- Provision of a technological self-support platform (Silvercloud)</li> </ul>			
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**Strategic Priority 5.2 Digital Teaching and Learning**

<p><b>i. Institution Strategic Initiative</b></p>	<p><b>5.2.1 Develop UCD’s Virtual Learning Environment</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>September 2020 Interim Target</b></p>	<p><b>September 2020 Actual</b></p>
<p>New virtual learning environment</p>	<p>No baseline provided</p>	<p>Virtual learning project is nearing completion.</p>	<p>By 2020, all modules and programmes will have been transitioned to the new VLE.</p>	<p>All modules and programmes have been transitioned to the new VLE, a small number of modules remain outside the platform due to specific</p>

				<p>requirements to use linked specialised software (namely in areas of Mathematics and Computer Science).</p>
<p>Technology enhanced learning strategy in line with statutory quality assurance guidelines</p>	<p>No baseline provided</p>	<p>This strategy is well advanced.</p>	<p>Develop a digital learning and teaching policy that collates aspects of existing regulations, policies and guidelines that relate to the online environment, incorporating new elements that are specific to digital learning by 2020.</p>	<p>The institutional TEL strategy has been developed and endorsed by academic leadership. The associated recommendation was that the TEL strategy be embedded in the next Education Strategy for the University. The Education and Student Success Strategy is being developed at present with TEL a key pillar of this strategy.</p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p> 	<p><i>Please provide commentary on your Institution's achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.</i></p> <p>There has been rapid development of UCD's digital teaching and learning provision following the transition to a new VLE (Brightspace) in January 2018. All modules and programmes have been migrated to the new platform, this activity has been supported by a range of workshops for faculty and staff, which have iterated from two basic training sessions to orient staff to the new platform, to a suite of over 10 workshops covering basic to advanced functionality and its application, designed to enhance academic confidence and uplift the educational experience for students.</p> <p>VLE adoption has increased across the board, with more than 2 million additional logins during 2020 than in the preceding academic year, coupled with an additional 8,000 students accessing the platform. There has been a significant uplift in usage across the feature set that relates to student engagement, in particular quizzes, assignments, and discussions. The VLE has also enabled over 60,000 student sittings of terminal examinations in the past academic year.</p> <p>The VLE has allowed for expansion by way of integrated functionality, using best in breed educational technologies. Developments in this area include:</p> <ul style="list-style-type: none"> <li>• the addition of a peer assessment tool, to further enhance student feedback and engagement</li> <li>• the integration of a student response tool, to assist with engagement of students during at-distance teaching and other settings.</li> </ul> <p>Some additional functionality has also been developed, to streamline academic administrative activities, examples of this include:</p>			

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• a process to facilitate external examiner access to the VLE</li><li>• a process to transfer component grades from the VLE to the SIS for onward review and processing</li><li>• the inclusion of module activity data so module coordinators can easily identify levels of student engagement, which has become increasingly important with at-distance teaching.</li></ul> |
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**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.*

The Code of Governance for Irish Universities (2019) was adopted by the UCD Governing Authority in February 2019. The Code replaces the 2012 document and reflects the updates of the Code of Practice for the Governance of State Bodies (2016), where relevant to the education sector.

The Code is designed to ensure that universities meet the highest standards of corporate governance and it provides a framework for the application of best practice taking account of developments in respect of oversight, reporting and legislative requirements.

The UCD Governing Authority complies with the principles set out in the Code and existing legislative provisions continue to apply to the universities on matters that are also the subject of the Code. As such, there is a simple approach to reviewing and updating existing approved documents to ensure that relevant elements of the Code are clearly articulated. This includes:

- 1) Reviewing the terms of reference for the Audit and Risk Management Committee and the Finance Remuneration and Asset Management Committee;
- 2) Reviewing and updating the UCD Governing Authority Manual on the structure of the authority and its code of practice and procedures;
- 3) Reviewing and updating the schedule of reserved decision making.

**Strategic Priority 6.1 Compliance with Public Sector Procurement Requirements**

<b>i. Institution Strategic Initiative</b>	UCD is continuing to work to ensure full compliance with procurement procedures and guidelines and is actively working with the Office of Government Procurement (OGP) and with the Education Procurement Services (EPS) to ensure that procurement activities are taking place in accordance with the operating model put in place by the OGP.			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>September 2020 Interim Target</b>	<b>September 2020 Actual</b>
The University have as key objective of achieving 100% compliance with public sector procurement policies and procedures and all non-pay expenditure is required to be procured in accordance with these policies and procedures.	At the time UCD prepared its Compact document for the HEA in October 2018, UCD made a declaration in its 2017 financial statement that it had identified 70 suppliers for the 2017 financial year, with a combined transactions value of €4.6m, for which national public procurement guidelines were not applied.	UCD achieved a level of over 97% compliance with public sector procurement procedures for its 2017 and 2018 financial years.  During the 2019 financial year, UCD prepared a multi annual procurement plan detailing expected procurement requirement and this was submitted to the Education	No clear interim target provided in the Compact	The level of expenditure reported in the 2019 Statement of Governance and Internal Control as being non-compliant with public sector procurement requirements amounted to €8.6 million and this represented 4.2% of UCD's overall non-pay spend of €205 million for the financial year ending 30 <sup>th</sup> September 2019.



	<p>UCD's declaration for the following financial year in its 2018 financial statements showed a continuing reduction in the level of non-compliant expenditure where the university identified expenditure totalling €3.9m on contracts with 50 suppliers related to non-compliant procurement procedures.</p>	<p>Procurement Service and the Higher Education Authority. A Corporate Procurement Plan was also completed during the year and submitted to the Education Procurement Service.</p> <p>During the 2019 financial year, the university recruited a person to fill the new role of Director of Procurement and Purchasing with a strong focus on compliance.</p>		<p>The level of expenditure that has been assessed by the Finance Office as non-compliant with public sector procurement requirements for the financial year ending 30<sup>th</sup> September 2020 amounted to €8.5 million and refers to 86 suppliers, which represents 3.9% of UCD's overall non-pay spend of €219 million for the financial year ending 30<sup>th</sup> September 2020.</p> <p>Of this amount of €8.5million, a total of €2.2million which covers 5 suppliers relates to cleaning, landscaping and waste disposal services.</p> <p>A multi-annual procurement plan detailing expected major procurement competitions was completed in 2019 and 2020 and submitted to the Education Procurement Service and the Higher Education Authority.</p> <p>A Procurement Compliance Manager was appointed in March 2020 with responsibility for the design and implementation of a procurement compliance framework and the roll out of a contract management database, which will allow for improved</p>
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				tendering of contracts in a timely manner.
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>Please colour code this box in line with progress achieved.</p>	<p>Please provide commentary on your Institution's achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.</p> <p>Substantial progress made, targets not met in full and reasons identified</p>			
<b>Strategic Priority 6.2 Devolved Budgetary System</b>				
<b>i. Institution Strategic Initiative</b>	<p>A devolved budgetary system operates in the university where senior staff are charged with the responsibility to operate within defined accountability limits and to account for significant budgetary variances.</p> <p>The key objectives of the devolved budgetary systems are as follows:</p> <ol style="list-style-type: none"> <li>(1) To ensure that financial controls and procedures in place are operating satisfactory and that the university must at least achieve a break-even position on its core teaching and research activities.</li> <li>(2) To ensure that budgets are operating effectively within university units and are allocated on a phased basis across the 12 months of the financial year in a manner that reflects the seasonal pattern of expenditure.</li> </ol> <p>Budgets for all university units must be aligned with university strategic objectives and all university units must demonstrate this alignment when submitting their budgets for approval</p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>September 2020 Interim Target</b>	<b>September 2020 Actual</b>
The university has a key objective to achieve a break-even position on its core teaching and research activities in the light of declining State Funding.	The university has generated annual surplus on its core teaching and research activities of circa €0.5m over the last five years and at the 30 September 2018 its cumulative revenue	The latest estimated annual outturn figures for 2019 show that the university is expected to achieve its objective of a break-even position on its core teaching and research activities. A cloud-based budget system	The Governing Authority at its meeting in June 2019 approved a breakeven budget for the University's core teaching and research activities for	The University incurred a loss of €3.9 million on its core teaching and research activities for the financial year ending 30 <sup>th</sup> September 2020, which was largely attributable to lower

	<p>reserve on its HEA Funding Statement amounted to €2.4m.</p>	<p>was successfully introduced in 2019, which has enable budget holders in units across the university to prepare staff budgets at detailed level in collaboration with the UCD Finance Office.</p> <p>During the course of the 2019 financial year, significant analysis was undertaken by the university to assess any potential adverse budge variances and these variances were formally reviewed within the colleges and support units and centrally by the Finance Office team.</p> <p>Performance, forecasts and variances were reported quarterly to the UCD Finance, Remuneration and Asset Management Committee during the year and the forecasting process has now been integrated with the budgeting process in the cloud-based system, allowing easier and deeper analysis of activities and comparison of results to expected (budgeted) levels.</p>	<p>the financial year ending 30<sup>th</sup> September 2020.</p>	<p>student fee income compared to budget.</p> <p>The University did generate a surplus of €7.8 million on its consolidated activities for the year.</p> <p>Further phases of the cloud based financial planning system were implemented during the financial year. This system has now replaced all spreadsheet-based budgeting and extended the scope for integrating financial planning and budgeting with student enrolments and broader business planning.</p> <p>Fee Income forecasting based on student census data throughout the year has improved fee income forecasting for the University quarterly management accounts.</p> <p>Changes were also introduced during the year to the forecasting functionality to facilitate budget forecasting at an individual cost centre level and this has enhanced the forecasting of overall institutional income and institutional expenditure .</p>
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Please provide commentary on your Institution's achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.

Targets achieved

### Strategic Priority 6.3 Removing Barriers to Equality

#### i. Institution Strategic Initiative

#### 6.3.1 Gender Equality Action Plan

#### 6.3.2 Athena Swan

UCD is acting to mainstream equality, diversity and inclusion values and actions throughout the University and to remove barriers to equality as per the EDI Strategy 2020 - 2025. This is very evident in respect of gender, through the implementation of Gender Equality Action Plan (GEAP) 2016-19 submitted as part of UCD's Bronze Athena Swan Accreditation, granted March 2017. (Please note that UCD was successful in renewing its bronze award in September 2020 and the actions as per the new GEAP 2020 - 2024 will be reflected in the next HEA Compact). Steps that took place towards the implementation of the GEAP 2016 - 2019 include:

- **Supporting nine schools towards Departmental Athena Swan Awards by the end of 2019 and all STEM schools to apply by 2021**
- One College and 8 Schools have achieved the Athena SWAN bronze award (14 Schools in total). Nine Schools are intending to submit in April/November 2021.
- All Engineering and Architecture Schools have obtained bronze and 2 of 5 Schools in the College of Science. A further School in the School of Science submitted in November 2020 (Physics - JUNO award) and two further Schools are due to submit in 2021 with the final two Schools planning submissions shortly thereafter.
- Senior Academic Leadership Initiative – two STEM Schools received funding in first round and two applications submitted for second round.

- **Annual Culture and Engagement survey – total favourable score on gender in the Culture and Engagement survey for 2018 set at 76% and 80% for 2019 with a high level of awareness of UCD Gender Equality Action Plan reaching 85% by 2019.**

A Culture and Engagement survey did not take place in 2019/20. An EDI survey will take place in April 2021 to ascertain the level of awareness of the UCD GEAP.

- **Incorporation of Equality, Diversity and Inclusion values into quality assurance processes**

Gender and EDI are reflected in the Quality Review process:

- Gender balance on Self-Assessment Review Committees/Review Panels
- Review Groups specifically comment on EDI as part of their visit
- Separate report on EDI as part of our 2018-19 annual analysis of RG recommendations
- EDI Briefing document being prepared for Schools/Units undergoing period review
- Expand initiatives in ICT and Engineering to improve intake of female students and support their retention (Intake:  $\geq 25\%$  (baseline:  $< 20\%$ ); Retention:  $\geq 95\%$ )

#### **Engineering programme – 2019/20**

- Women as percentage of total entrants - 34.4% (highest number in the last 10 years)
- First Preference 2019/20 – slightly up on previous year to 82.1 women compared to 85.1 males (1<sup>st</sup> preference as percentage of Total Entrants)
- Progression rate females – increased from 90.8% in previous year to 96.2% of females in 2019/20
- Retention Rate - increased from 96.1% in previous year to 97.2% in 2019/20
- Total Entrants into the Engineering Programme has increased in 2019/20 – highest number since 2011/12

**Figure 1: New Entrants – Programme: Engineering**

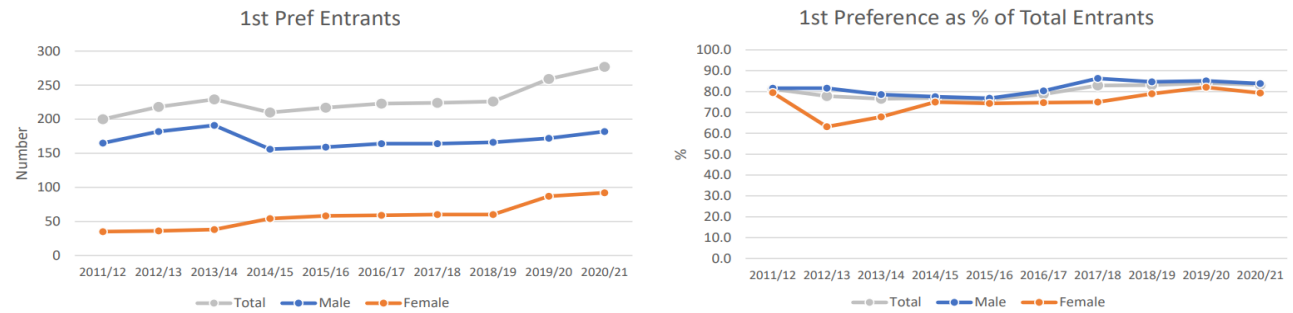


Figure 2: Progression Rate – Programme: Engineering

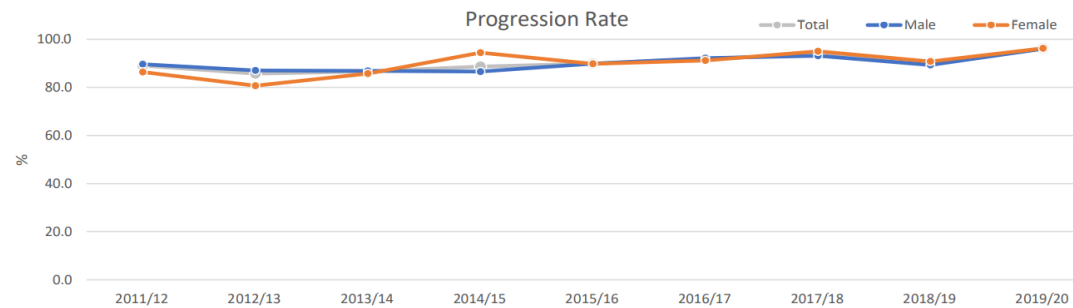
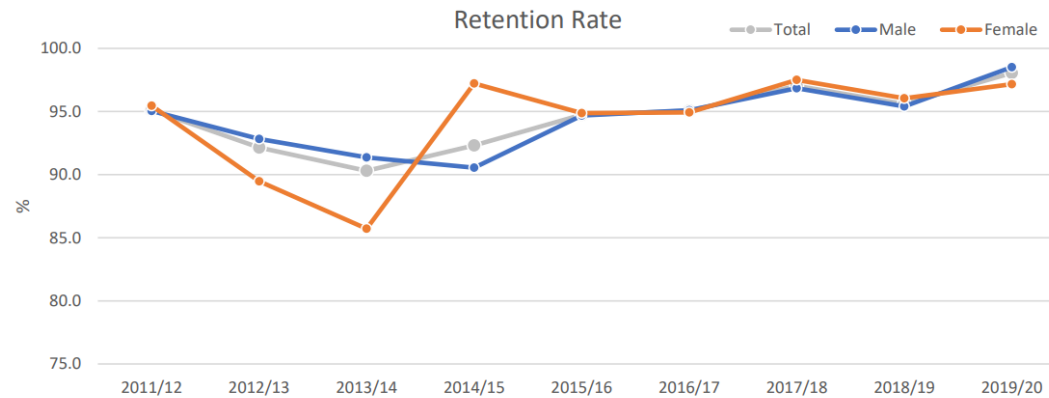


Figure 3: Retention Rate – Programme: Engineering



**Computer Science DN201 2019/20**

- Women as percentage of total entrants - 18.3%
- First Preference 2019/20 – slightly up on previous year to 60% women compared to 58.7% males (1<sup>st</sup> preference as percentage of Total Entrants)
- Progression rate females – increased from 85.2% in previous year to 90% of females in 2019/20
- Retention Rate of females – decreased slightly from 96.3% in previous year to 95% in 2019/20

**Figure 4: New Entrants: DN201 Computer Science**

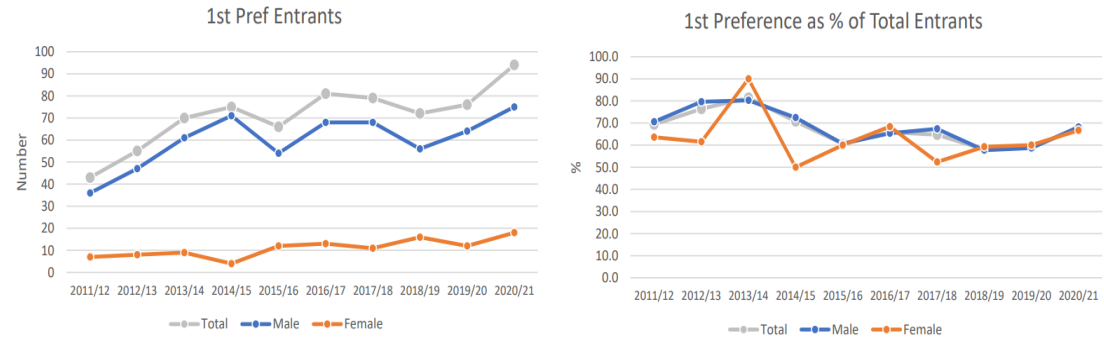


Figure 5: Progression – DN201 Computer Science

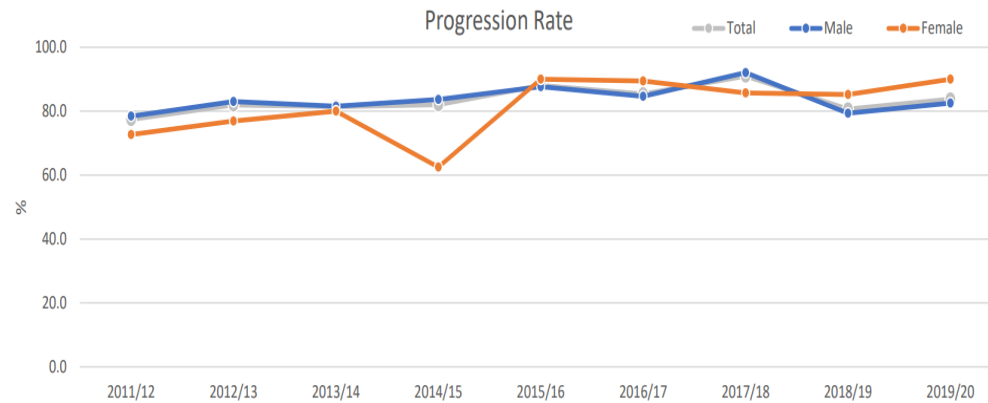
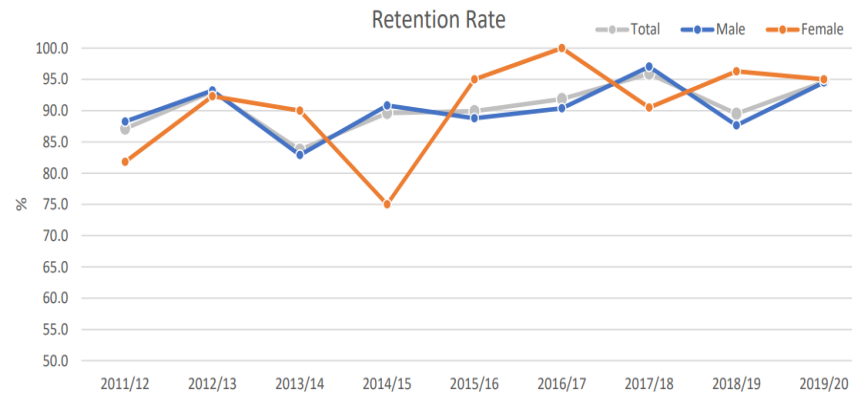


Figure 6: Retention – DN201 Computer Science





- **Annual review of gender dimension in pay to ensure equality. If gap  $\geq 3\%$  at any level, situation will be investigated further and corrective action taken if gender is the reason**

The following tables outline the mean and median gender pay gap across faculty grades. The new GEAP 2020 - 2024 includes actions to develop a monitoring system to measure pay gap, to address any pay gaps and to review starting salary determination. The gender pay gap for 2020 will be reviewed in April 2021.

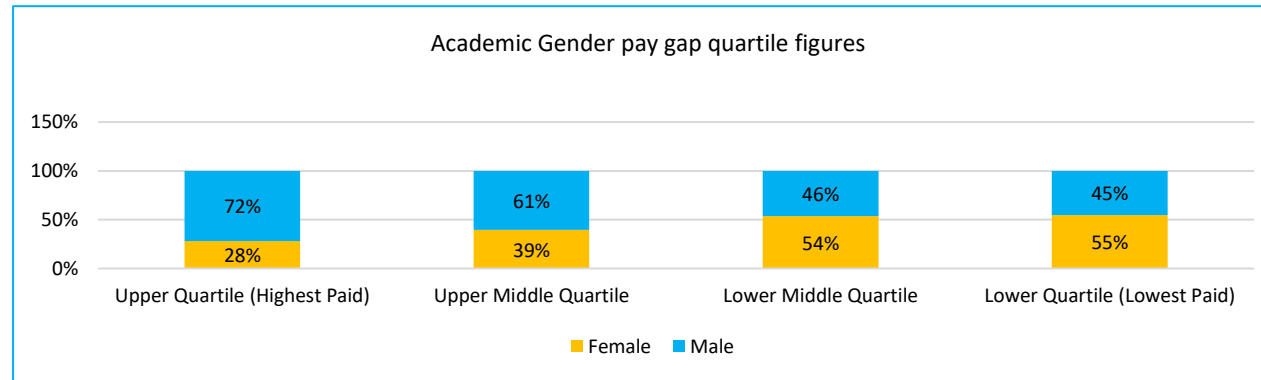
**Table 1: Mean Gender Pay Gap 2017 – 2019 Athena SWAN Application**

Mean Pay Gap	2017		2018		2019	
	F % Gap	M % Gap	F % Gap	M % Gap	F % Gap	M % Gap
Full Professor	-3	0	-2	0	-1	0
Professor	-3	0	-3	0	-3	0
Associate Professor	0	-1	0	-2	0	-1
Lecturer/Assistant Professor Above Bar	-1	0	-1	0	0	0
Lecturer/Assistant Professor Below Bar	-1	0	-3	0	-1	0
Teaching	0	-2	0	-1	0	0
Researcher	-3	0	-3	0	-2	0

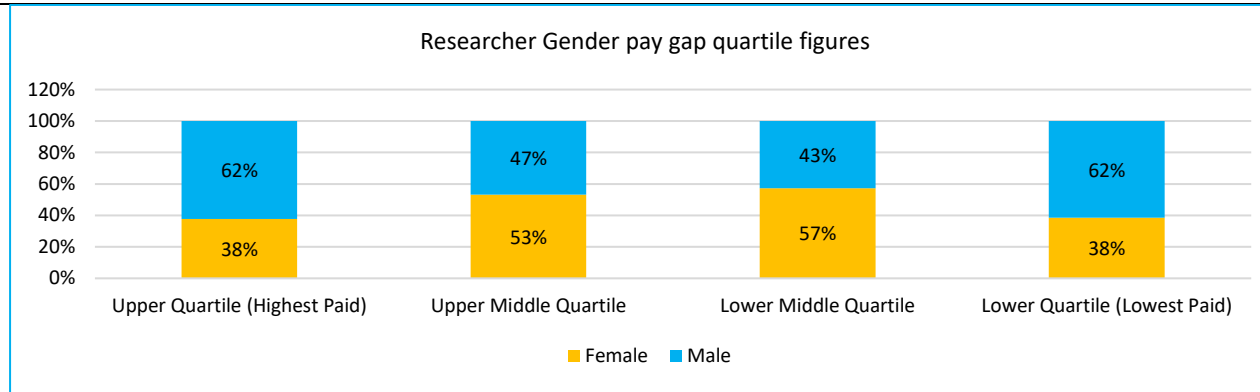
**Table 2: Median Gender Pay Gap 2017 – 2019**

Median Pay Gap	2017		2018		2019	
	F % Gap	M % Gap	F % Gap	M % Gap	F % Gap	M % Gap
Full Professor	0	0	0	0	0	0
Professor	-2	0	0	0	-3	0
Associate Professor	0	0	0	0	0	0
Lecturer/Assistant Professor Above Bar	0	0	-2	0	0	0
Lecturer/Assistant Professor Below Bar	-3	0	-3	0	-3	0
Other Academic & Teaching	0	3	0	-2	0	0
Researcher	-3	0	-1	0	-1	0

**Figure 7: UCD Academic Gender Pay Gap Quartile Figures**



**Figure 8: UCD Researcher Gender Pay Gap Quartile Figures**



- Continue monitoring of academic promotions against gender quota cascade targets, resetting targets annually. Targets for 2017/2018 as follows:

Table 3: Number of total applications, successful applications, and success rate by gender for academic promotions by year (2016-20) across the entire University and GEAP Target.

YEAR	PROMOTION TO	ACTUAL APPLICATIONS				SUCCESSFUL APPLICATIONS				* GEAP TARGETS
		F	M	TOTAL	%F	F	M	TOTAL	%F	
2016/17	Associate Professor	22	22	44	50%	18	14	32	56%	50%
	Professor	7	19	26	27%	7	12	19	37%	37%
	Full Professor	4	6	10	40%	3	6	9	33%	30%
	<b>Total 2016/17</b>	33	47	80	43%	28	32	60	47%	
2017/18	Associate Professor	23	17	40	58%	13	11	24	54%	50%
	Professor	9	21	30	30%	7	16	23	30%	40%
	Full Professor	0	1	1	0%	0	1	1	0%	28%
	<b>Total 2017/18</b>	32	39	71	46%	20	28	48	42%	
2018/19	Associate Professor	16	20	36	44%	12	14	26	46%	49%
	Professor	7	1	8	88%	4	1	5	80%	42%
	Full Professor	4	8	12	33%	1	5	6	17%	30%
	<b>Total 2018/19</b>	27	29	56	48%	17	19	36	47%	
2019/20	Associate Professor	10	23	33	44%	9	15	24	38%	49.70%
	Professor	14	6	20	88%	12	3	15	80%	41%

<b>Full Professor</b>	5	5	10	33%	2	3	5	40%	30%
<b>Total 2019/20</b>	29	34	63	46%	23	21	44	52%	

**Success Rate by Gender:**

270 applications have been fully assessed by the Faculty Promotions Committee over the past 4 years (2016-2020). The breakdown of the applications and the success rate is captured below.

**Table 4: Number of total applications, successful applications, and success rate by gender for promotion (2016-20) across the entire university**

	Total Applications			Associate Professor			Professor			Full Professor		
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male
Applications Received	270	121	149	153	71	82	84	37	47	33	13	20
Successful Applications	191	88	103	107	52	55	63	30	33	21	6	15
% Success Rate		73%	69%		73%	67%		81%	70%		46%	75%

- **Review impact of social levy and provision of cover during maternity leave. Explore the expansion of social levy funding to cover re-entry period following maternity leave.**

The new GEAP contains actions to compare the uptake of the social levy with numbers taking maternity leave and to monitor the uptake of phased return to teaching as per the policy on Family Related Leave.

- **College Principals will take steps to achieve gender balance in the appointment of Heads of School, and will report to UMT on this (Increase in the number of female appointees to Head of School roles, reaching ≥40% of new appointments by 2019)**


Female Head of School appointments effective September 19 – August 2020 was 29%

The new GEAP contains commitments to review the Head of School Appointment policy, to make available leadership training to those aiming for leadership roles, to appoint up these roles to one year in advance and for Colleges to achieve gender balance in Head of School appointments.

	<p>The outcomes of the 2016 Expert Recommendations were acted on and reported in the Athena Swan Bronze application. The outcomes of the 2018 Gender Equality Task Force were incorporated into the new GEAP.</p> <p><b>Outcomes – Schools applying for Athena Swan Bronze Accreditation</b></p> <p><b>Baseline:</b> 1 school</p> <ul style="list-style-type: none"> <li>• <b>End 2019:</b> 14 (16 applied by end of 2019)</li> <li>• <b>End 2020:</b> 16 (18 applied by end of 2020)</li> <li>• <b>End 2021:</b> 20 (23 Schools to have applied by end 2021)</li> </ul> <p><i>Please note that while most schools are applying as a single application, the College of Engineering and Architecture made a single application covering 6 schools.</i></p> <p><b>Outcomes – Culture and engagement survey – favourable score for EDI</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline:</b> 70%</li> <li>• <b>End 2019:</b> 79% (Favourable Score for EDI was 68% in the 2018 Culture and Engagement survey)</li> <li>• <b>End 2020:</b> 79%</li> <li>• <b>End 2021:</b> 79%</li> </ul> <p><i>A Culture and Engagement survey did not take place in 2020. An EDI survey will be held in April 2021 to ascertain awareness of EDI in UCD.</i></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>September 2020 Interim Target</b></p>	<p><b>September 2020 Actual</b></p>

**The information was not provided in the correct section of the 2019 Self-Evaluation Report**

<p>Schools applying for the Athena Swan Bronze Accreditation</p>	<p>No baseline provided</p>			
<p>Culture and engagement survey – favourable score for EDI</p>	<p>No baseline provided</p>			

<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p>Please colour code this box in line with progress achieved.</p>	<p>Please provide commentary on your Institution's achievement and progress towards the above Interim target, as published in your Compact, in connection to the above Key System Objective as at September 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. The colour code, detailed above, should be referenced.</p> <p>Overall, there has been good progress but recognise that there is still much work to do and this is reflected in the new Gender Equality Action Plan which we are implementing as part of the renewed Athena Swan Bronze Institutional Recognition</p>
<p><b>7 Signature:</b> <i>Of the President or on behalf of the President (please sign in space below)</i></p>	
<p><b>Signature:</b></p>	
<p><b>Date:</b></p>	<p>08/03/2021</p>

## Appendix - Access Key Performance Indicators – Rational and Methodology

### Introduction

UCD is committed to being a University for All, where all students, regardless of background or circumstances, feel welcome, belong and are valued. The institutional strategy - Rising to the Future, 2020 -2024 - foregrounds the University's commitment to mainstreaming and inclusion; data collection and dissemination remains an important lever to achieve this objective. In the context of the current institutional strategy, we have established a new Access Key Performance Indicator (KPI) – by 2024, 35% of our undergraduate students will be drawn from target for access groups.

In doing this exercise, it has been necessary to revise our methodology, due to change in the HEA Equal Access Survey (EAS). The KPI is based on a range of data sources - one such is the HEA Equal Access Survey (EAS). However, the question tracking socio-economic groups has been removed from this survey. Previously, the HEA National Access Plan identified specific socio-economic groups as under-represented in higher education: questions in the EAS allowed the University to identify students in these groups. The limitations of using a survey-based approach for measuring disadvantage were identified by the HEA, which has decided to cease using the Equal Access Survey as the means to gather data on socio-economic disadvantage. The HEA now uses a Deprivation Index Score, which is assigned to students based on census small area data of their home address. According to this measure, in 2018/19 5% of UCD students were designated disadvantaged, 59% from areas designated as 'average', and 35% from affluent areas (Ref. A Spatial & Socio-Economic Profile of Higher Education Institutions in Ireland, Using Census Small Area Deprivation Index Scores derived from Student Home Address Data, Academic Year 2018/19. HEA, December 2020). This difference stems from the fact that the UCD methodology uses data based on the student and the HEA uses data based solely on a measure of relative socio-economic position based on the Census small area of the students' home address. We have requested access to this HEA coded data; however, this has not proved possible due to data protection issues, although we have been assured that it will be made available if new legislation is enacted. It is unclear when this might happen.

In the context of the removal of these questions, we have replaced the EAS data with the following indicators of socio-economic disadvantage –

- Cothrom na Féinne/1916 Bursaries
- Students progressing from DEIS schools
- SUSI grant status (special rate)
- Students entering through the HEAR pathway
- Lone parents.

Data showing SUSI grant levels provides a transparent and robust picture of the socio-economic status of our student population. Haase and Pratschke (2017) (2017) note that “This is a precious source of data on family income which could complement other sources or be used to validate proxy indicators of socio-economic position” (p. 41, [A Data Plan for Equity of Access to Higher Education](#)). The use of these data as

indicators of access and diversity, enables the University to show the number of students whose family income ranges from €24,500 to €64,700, (income threshold is increased by up to €4,830 for additional persons in college). Both gender and intersectionality (where students are in more than one access category) are also tracked allowing us to show where students are within more than one of the designated groups and to track variations in patterns of participation within the institution and individual programmes.

### Access Students - Undergraduate Programmes (Certificates, Diplomas and Degrees)

	2018	2019	2020
Socio-economically disadvantaged students:			
CnF Scholarship/1916 Bursary Awardees (1)	249	325	412
Students progressing from DEIS schools (2)	840	798	822
SUSI Grant (Any rate) (3)	3537	3336	3334
SUSI Grant (Special rate) (4)	799	794	807
Student entering through the HEAR pathway (5)	865	843	843
Lone Parents (6)	10	76	72
Students disclosing a Disability (full time) (7)	1,939	2,113	2,324
Students disclosing a Disability (part time)	17	63	57
Mature students (full time) (8)	924	810	740
Mature students (part time)	830	907	894
Part Time and Flexible Learning (9)	1,024	965	986
Open Learning (10)	174	183	213
Refugee-Asylum Seekers/Sanctuary Students (FT&PT) (11)	7	24	60
QQI-FET (full-time)	345	449	565
<b>All UCD Access Students (Including SUSI Special Rate)</b>	<b>5,440</b>	<b>5,422</b>	<b>5,625</b>
<b>All UCD Access Students (Including All SUSI)</b>	<b>7,068</b>	<b>6,926</b>	<b>7,056</b>
<i>TOTAL UCD undergraduate students</i>	17,343	17,186	17,332
<i>% Access Students (Including SUSI Special Rate)</i>	31.4%	31.5%	32.5%
<i>% Access Students (Including All SUSI)</i>	40.8%	40.3%	40.7%

#### **Key:**

(1) Students in receipt of a Cothrom na Féinne scholarship or 1916 bursary awarded by UCD

(2) Students progressing from a post-primary school designated as DEIS (Delivering Equality of Opportunity in Schools). This is an initiative of the Department of Education and Skills aimed at lessening educational disadvantage and bringing about social inclusion in primary and second level education.

(3) Student Universal Support Ireland (SUSI) is Ireland's national awarding authority for all further and higher education grants. SUSI offers funding to eligible students, from school leavers to mature students returning to education, in approved full time third level courses. The household income



eligibility ranges from €24,500 to €64,700, (income threshold is increased by up to €4,830 for additional persons in college).

(4) Students in receipt of SUSI Special rate - household income not exceeding €24,000 to include eligible long-term Department of Employment Affairs and Social Protection payment or its EU equivalent.

(5) Those students entering under the Higher Education Access Route (HEAR) pathway. Prior to 2019 they had not been separated out in this report

(6) Students who are parenting alone as disclosed on the EAS or those in receipt of specific lone family supports from UCD.

(7) Students who disclose a disability either through availing of specialist supports from UCD; OR admission through the Disability Access Route to Education (DARE); OR indicating a disability on the Equal Access Survey

(8) Students aged 23 years and over on year of entry to UCD, with no previous undergraduate degree

(9) Part Time, excluding Open Learning.

(10) Students registered to a minimum of one undergraduate module. Students who undertake informal learning through the UCD Lifelong Learning programme are captured elsewhere.

(11) Students with refugee status, students who are asylum seekers and those given leave to remain. Supported through UCD's University of Sanctuary programme or status declared at application or stated on completion of the Equal Access Survey.