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AN tÚDARÁS um ARD-OIDEACHAS

TOWARDS A PERFORMANCE EVALUATION FRAMEWORK: PROFILING IRISH HIGHER EDUCATION

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Towards a Performance Evaluation Framework: Profiling Irish Higher Education

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FOREWORD

In all of their rich diversity, our higher education institutions make a vital contribution to our society and economy. Through their core roles—providing teaching and facilitating learning, pursuing research, and engaging with wider society—they educate tomorrow's work-force and citizenry; expand the frontiers of knowledge for the benefit of us all; and promote social cohesion, cultural enrichment, and economic development within the wider community. As entities whose autonomy is enshrined in State legislation, Ireland's higher education institutions provide the space for the innovation, experimentation, and independent thinking that is the foundation for their contribution to society in an increasingly globalised world. Internationally, our higher education institutions ensure that Ireland is on the map, attracting students from over 140 countries, forging strategic partnerships with institutions across the globe, collaborating with world-leading researchers, and often leading the way in the advancement of the European modernisation agenda for higher education. In short, our higher education sector is one of our greatest and most lasting success stories.

Nevertheless, as the rise of global university rankings illustrates, the performance of higher education institutions is under the spotlight to an unprecedented degree. As the incubators of innovation and providers of human capital, they are increasingly relied upon as the powerhouses of the global economy, on which our economic competitiveness and prosperity ultimately depend. Higher education institutions' role in ensuring that an increasing diversity of students acquire the skills to enable them to participate fully in the 'knowledge society' focuses attention on their quality, relevance, and responsiveness. Within Ireland and elsewhere, the imperative for these heightened expectations to be met has increased as public funding for the sector has declined. This presents a challenge that I believe we are now well-placed to address. The comprehensive reform and structural reconfiguration of the Irish higher education sector, envisaged in the *National Strategy for Higher Education to 2030* and now underway, will ensure that, through the consolidation of programme provision, the generation of critical mass in research, and the sharing of resources and pooling of expertise across all areas of the higher education mission, Ireland emerges as a strong player in the global higher education landscape of the future.

In addition to providing a roadmap for the strategic development of the Irish higher education sector in the years to come, the *National Strategy* outlines the reform of the governance of the system that is required to support this, charging the Higher Education Authority with a greatly enhanced role in evaluating performance at institutional and system levels. In the *Higher Education System Performance Framework 2014–2016*, the Department of Education and Skills has distilled from the *National Strategy* a set of key performance indicators for the higher education system which will underpin the HEA's work in this area. Together with the key system-level objectives and national priorities presented in this document, the *Higher Education System Performance Framework* clarifies the policy-context within which the HEA will monitor institutional performance.

Framed within this context, the development by the HEA of the institutional profiles presented in this report is intended to support higher education institutions in their strategic performance management in order to maximise the contribution of each both to the formation of a coherent higher education system and to national development. This on-going work is therefore fundamental to the implementation of the *National Strategy*, particularly in respect of the imperative to align institutional strategies and national priorities, and to foster and clarify mission-diversity. Rather than reflecting any desire to instigate a ranking system, this report signals the HEA's intention to work in partnership with all higher education institutions to ensure that the system as a whole advances the national priorities set out by the Government—for economic renewal, social cohesion and cultural development, public-sector reform, and for the restoration and enhancement of Ireland's international reputation. As a small country, we need to play to our strengths, and to collaborate in order to compete on the global stage.

I would like to thank the higher education institutions profiled in this report for their cooperation in providing the data presented, which greatly enhances the evidence-base for the strategic development of the sector, illuminating our understanding of our progress to date in advancing the mission of higher education in Ireland. Through strategic dialogue with higher education institutions, these profiles will be refined and developed on an iterative basis as the Irish higher education landscape evolves. I hope that this report will stimulate discussion and reflection on how, by working together, we can build a world-class system, internationally renowned for its excellence, which will provide the foundation for a sustainably prosperous future for generations to come.

Tom Boland,
Chief Executive,
Higher Education Authority.

INTRODUCTION

This report sets out an initial performance evaluation framework for Irish higher education. This is being developed in the context of the implementation of the *National Strategy for Higher Education to 2030* with its emphasis on fostering the coherence, and maximising the performance, of the higher education system—as a system.[1] In recent years, there has been a concerted effort, both internally within the Higher Education Authority (HEA) and, more broadly, among higher education policy-makers nationally and internationally, to develop a more comprehensive approach to performance evaluation. Institutional profiles have been developed which encompass the increasing range of roles and responsibilities which higher education as a whole must fulfil, and provide an initial basis for evaluating institutional performance against performance indicators that are reflective of the mission diversity of Irish higher education institutions.

The development of these profiles within a broader performance evaluation framework represents a new approach within the HEA to the presentation and organisation of data which is intended to support strategic planning at institutional and system levels. The design of these profiles has been informed by an appreciation of the breadth of the higher education mission, as well as by sensitivity to the limitations of the vertically stratified rankings of institutions which have proliferated in recent years in the international higher education arena. In seeking to account for the richness and depth of higher education institutions' missions, the HEA is cognisant of the vital importance of safeguarding institutional autonomy, and of the risks of unintended consequences arising from the implementation of accountability frameworks. Thus the approach adopted, which is being developed in partnership with the Department of Education and Skills (DES) and with higher education institutions, seeks to promote a balance between autonomy and accountability.

The publication of the letter of the Minister for Education and Skills to the HEA Board on 30th May 2013,[2] and the subsequent publication of the *Higher Education System Performance Framework 2014–2016*,[3] mark a significant stage in the implementation of the *National Strategy,* which states that 'the policy framework for higher education will make national expectations clear'.[4] The *Higher Education System Performance Framework* provides a national framework within which to advance landscape, funding and governance reform, and to enhance performance evaluation in Irish higher education. Such clarity on national expectations is crucial to underpin good policy and planning; it will help to 'ensure that the way we fund higher education is aligned with wider national policy objectives'; and it is also

[1] See Department of Education and Skills, *National Strategy for Higher Education to 2030* (Dublin: DES, 2011), http://www.hea.ie/files/files/DES_Higher_Ed_Main_Report.pdf.
[2] See letter of 30th May 2013 from the Minister for Education and Skills to the Chairman of the HEA, http://www.education.ie/en/Publications/Policy-Reports/HEA-Report-to-the-Minister-for-Education-and-Skills-on-Irish-higher-education-Response-Letter-.pdf.
[3] See *Higher Education System Performance Framework 2014*–2016, http://www.education.ie/en/The-Education-System/Higher-Education/HEA-Higher-Education-System-performance-Framework-2014-2016.pdf.
[4] DES, *National Strategy*, 27.

integral to the development of a framework for the performance evaluation in Irish higher education.[5] The *Higher Education System Performance Framework* sets the context for the strategic dialogue between the HEA and publicly-funded higher education institutions, the purpose of which is to ensure that 'institutional strategies will be defined and aligned with national priorities'.[6]

The value of the HEA's institutional profiles will increase over time, facilitating the monitoring of trends in higher education provision in terms of student numbers, fields of study, participation metrics, and the financial and human resource-base for the sector. The profile template focuses on the three dimensions of the core mission of higher education—teaching and learning, research, and engagement. In developing this template, great attention was paid to the international context within which this work is situated, as well as to the experiences of other countries which have sought to establish greater transparency in relation to higher education policy and practice.

This report is divided into three sections. Section One provides an overview of the international literature on performance evaluation in higher education, beginning with an exploration of the increased public interest in higher education internationally and moving onto a review of how the three dimensions of the core mission of higher education have been evaluated hitherto. Some of the most high-profile global university rankings are then examined, with discussion of their limitations and unintended consequences, further to which some of the national and supranational responses to profiling and performance evaluation in higher education are considered.

Following this analysis of the policy-context, Section Two presents the profiles of Irish higher education institutions for the academic year 2010–2011; and Section Three sets out how these will be developed further in the light of the lessons from the international literature and the emergence of new data sources in the immediate years ahead. The development and refinement of the profiles will be an iterative process which the HEA will lead in partnership with higher education institutions, the DES, and other relevant government departments and agencies. In our efforts to promote greater transparency in higher education policy and practice, this report is intended to highlight the scope of the existing evidence-base, and to open up discussion about how this can be developed and refined into a performance evaluation framework for Irish higher education that is cognisant of the experiences of other countries in this area.

[5] *Ibid.*, 5.
[6] *Ibid.*, 14. Ireland's national research strategy, as outlined in the *National Strategy* and in the *Report of the Research Prioritisation Steering Group*, also emphasises the importance of ensuring that research activity is aligned with, and supportive of, 'Irish national economic, social and cultural needs'. *Ibid.*, 27. See also Research Prioritisation Project Steering Group, *Report of the Research Prioritisation Steering Group* (Dublin: Forfás and the Department of Jobs, Enterprise and Innovation, 2011), http://www.djei.ie/publications/science/2012/research_prioritisation.pdf.

SECTION 1:

LITERATURE REVIEW OF PERFORMANCE EVALUATION IN HIGHER EDUCATION

HIGHER EDUCATION IN THE KNOWLEDGE SOCIETY

Knowledge is the new currency of the innovation economy and our long-term economic success is tied inextricably to human and knowledge capital.

1.1 HIGHER EDUCATION IN THE 'KNOWLEDGE SOCIETY'

> Knowledge is the new currency of the innovation economy and our long-term economic success is tied inextricably to human and knowledge capital.[7]

The increased public interest in the performance of higher education institutions has to be understood in relation to the transformation of advanced Western economies in the late-twentieth century from industrial and manufacturing-based to post-industrial and knowledge-based. The emergence of the 'knowledge economy' challenged the 'ivory tower' status hitherto enjoyed by universities and academics, ushering in a new era for the higher education sector, inaugurated by the Organisation for Economic Cooperation and Development (OECD)'s report, *Science, Growth and Society: A New Perspective* (1971), in which higher education was re-conceptualised as 'the engine for economic growth and innovation'.[8] The notion that developed nations' economies would be driven by knowledge-production, research and development (R&D), and innovation heightened expectations that higher education institutions would actively engage with the social and economic challenges facing the communities of which they form a part.

As recognition of the vital importance of higher education for our prosperity and quality-of-life has led to a very significant expansion of higher education opportunities in recent decades, so the concomitant focus on the performance of the sector has been intensified by concerns about quality assurance.[9] As the OECD has remarked, 'in the context of the sustained growth and diversification of higher education systems, the higher education sector and wider society is increasingly concerned about the quality of programmes offered to students'.[10] Thus the common association of the demand for greater accountability in higher education with the promotion of a 'neo-liberal' agenda belies its wider importance both for quality assurance and for the civic role of higher education institutions, as that which is advanced through the production of graduates equipped to meet the challenges facing an increasingly mobile and multicultural society, as well as through innovation in partnership with enterprise, community and cultural groups, locally and internationally.

The increased interest in performance evaluation in higher education in recent decades also has to be understood in relation to globalisation. As 'the widening, deepening and speeding up of worldwide connectedness',[11] globalisation has had a transformative effect on higher education institutions—as 'objects of globalisation' and 'also its agents'.[12] As Marginson and van der Wende have observed, 'higher education is implicated in all the changes related to globalisation' and 'is swept up in global marketisation', as well as being a crucial enabler of cross-cultural encounters and the globalisation of knowledge.[13] They remark:

> Increasingly, national higher education systems and HEIs [higher education institutions] are judged by where they stand in global terms. Across the world, national policy makers and HEIs must take account of a global higher education environment in which international comparisons are constantly made, [and] resources and educational status are unequally distributed.[14]

Wide recognition of the desirability of providing transparency in respect of the performance of higher education institutions has been accompanied by raised awareness of the vital

[7] Department of the Taoiseach, *Innovation Ireland: Report of the Innovation Taskforce* (Dublin: Stationery Office, 2010), 25, http://www.forfas.ie/media/Report_of_the_Innovation_Taskforce.pdf.

[8] Ellen Hazelkorn, 'Impact of Global Rankings on Higher Education Research and the Production of Knowledge', Occasional Paper No. 15, UNESCO Forum on Higher Education, Research and Knowledge (Paris: UNESCO, 2009), 1–14 (1).

[9] On the relationship between selectivity and quality of provision see George D. Kuh and Ernest T. Pascarella, 'What does Institutional Selectivity Tell Us About Educational Quality', *Change* 36/5 (2004): 52–58.

[10] Fabrice Hènard, *Learning Our Lesson: Review of Quality Teaching in Higher Education* (Paris: OECD, 2010), 3. An interim version of this report is available at, http://www.oecd.org/edu/imhe/44058352.pdf.

[11] David Held, Anthony McGrew, David Goldblatt, Jonathan Perraton, *Global Transformations: Politics, Economics and Culture* (Stanford: Stanford University Press, 1999), 2.

[12] Simon Marginson and Marijk van der Wende, 'The New Global Landscape of Nations and Institutions' in Organisation for Economic Cooperation and Development, *Higher Education to 2030: Volume 2—Globalisation* (Paris: OECD, 2009), 17–62 (19), http://cyber.law.harvard.edu/communia2010/sites/communia2010/images/OECD_2009_Higher_Education_to_2030_Volume_2_Globalisation.pdf.

[13] *Ibid.*, 19–20.

[14] Simon Marginson and Marijk van der Wende, 'To Rank or To Be Ranked: The Impact of Global Rankings in Higher Education', *Journal of Studies in International Education* 11/3–4 (Fall/Winter 2007): 306–329 (307).

importance of upholding the autonomy of the sector, the strong correlation between institutional autonomy and high-performance being well-established in the international literature on higher education.[15] Yet while there is consensus about the need for both autonomy and accountability, there is a divergence of opinion as to what constitutes the optimal balance between them. An overly mechanistic approach to performance evaluation can stifle innovation while an overly detached approach deprives stakeholders of reassurance about the quality of teaching, learning and research in the higher education sector.

To date, Ireland has achieved a degree of success in managing these competing demands. The principles of intellectual and institutional autonomy are enshrined in the Irish State legislation on higher education, with both the Universities Act (1997) and the Institutes of Technology Act (2006) granting a degree of legal autonomy to higher education institutions and recognising the inviolability of academic freedom.[16] Testament was paid to this in a recent European University Association (EUA) study which found that Ireland operates one of the most autonomous systems of higher education in Europe in relation to academic decision-making'.[17] At the same time Ireland, along with Scotland, is one of the countries credited with the most comprehensive implementation of the Bologna Process, and with quality assurance mechanisms that are in accordance with international best practice.[18] The Employment Control Framework (ECF), as the mechanism through which the moratorium on public-sector recruitment in Ireland has been managed in the higher education sector, has constrained institutional autonomy. Nonetheless, the strong responsiveness of Irish higher education institutions to the evolving needs of the economy and society, and the high esteem in which Irish graduates are generally held by employers and by academic instititions internationally, bear testimony to Ireland's comparative success to date in balancing autonomy and accountability.

While recognising the achievements of Irish higher education institutions to date, the *National Strategy* emphasises the need for greater responsiveness from the higher education sector to the needs of wider society, and recognises 'that a diverse range of strong, autonomous institutions is essential if the overall system is to respond effectively to evolving and unpredictable societal needs'.[19] Stressing the importance of 'balancing institutional autonomy with accountability', it also articulates the need for the reform of the governance, structures and funding of the sector to support the development of 'a coherent system of higher education'.[20] As a 2008 report published by the Irish Universities Association (IUA) acknowledged:

> Ireland is now one of the few developed European countries which does not employ a formal comprehensive performance management […] system at present. Its absence is significant as compared to the highly developed approaches in place in the U.K. and other developed European and English-speaking countries.[21]

The development of a framework for the performance evaluation of Irish higher education institutions is therefore integral to the implementation of the *National Strategy*, and will be an iterative process emerging from strategic dialogue with higher education institutions and the wider community. In developing this framework for the sector, it is salutary to examine some of the ideological and methodological problems to which the performance evaluation of higher education can give rise as a basis for avoiding pitfalls previously encountered. Given the wealth of experience internationally—and in the U.K., U.S., and Australasia in particular—there is an abundance of international literature, and decades of practice, upon which to draw.

Sections 1.1.1–1.1.3 provide an overview of performance evaluation under each of the three main dimensions of the mission of higher education—research, teaching and learning, and engagement.

[15] See Philippe Aghion, Mathias Dewatripont, Caroline Hoxby, Andreu Mas-Colell, and André Sapir, 'The Governance and Performance of Universities: Evidence from Europe and the U.S.', *Economic Policy* 25/61 (2010): 7–59; Jamil Salmi, 'Autonomy from the State vs. Responsiveness to Markets', *Higher Education Policy* 20/3 (2007): 223–242; *Idem*, *The Challenge of Establishing World-Class Universities* (Washington: World Bank, 2009); *Idem*, 'The Road to Academic Excellence: Lessons of Experience' in *The Making of World-Class Research Universities*, Philip G. Altbach and Jamil Salmi (eds), (Washington: World Bank, 2011).

[16] Section 14 of the Universities Act (1997) states: 'A university, in performing its functions shall (a) have the right and responsibility to preserve and promote the traditional principles of academic freedom in the conduct of its internal and external affairs, and (b) be entitled to regulate its affairs in accordance with its independent ethos and traditions and the traditional principle of academic freedom'. Similarly Section 7 of the Institutes of Technology Act (2006) states: 'A college, in performing its functions, shall have the right and responsibility to preserve and promote the traditional principles of academic freedom in the conduct of its internal and external affairs'.

[17] See Thomas Estermann and Terhi Nokkala, *University Autonomy in Europe I: Exploratory Study* (Brussels: European University Association, 2009).

[18] See CHEPS, INCHER, and ECOTEC, *The Bologna Process Independent Assessment: The First Decade of Working in the European Higher Education Area* (European Commission, 2008); Edwin Mernagh, *Taking Stock: Ten Years of the Bologna Process in Ireland* (Dublin: HEA, 2010).

[19] DES, *National Strategy*, 91.

[20] *Ibid.*, 91, 48.

[21] Mazars, *Strategic Planning and Decision Support Project: Project Summary Report* (Dublin: IUA, December 2008), 3.

1.1.1 RESEARCH

Increasing the sum of human knowledge, generating new ideas, making discoveries, patenting inventions, and challenging received wisdom is absolutely central to the mission of higher education. The research-capacity of the sector, spanning all disciplines, is unique, and this bestows on higher education institutions an opportunity and a responsibility to expand the frontiers of knowledge—scientific, technological, social, and cultural—through interdisciplinary and multidisciplinary collaboration for the benefit of society.[22] The centrality of institutions' research mission to their role in the 'knowledge society' is reflected in the strong focus on research in global rankings in which the productivity, quality and status of research produced by universities is a vital indicator'.[23]

> Research plays a decisive role in teaching and learning in a higher education setting, and the benefits of fostering a close relationship between research, teaching, and learning are manifold. For the academic, presenting new research to an audience of engaged, critical, and responsive students is one of the most stimulating and rewarding ways of developing new ideas, theories and solutions. For the student, engaging with such innovative teaching provides privileged exposure to cutting-edge research and a learning experience of the highest quality. […] It is by interacting with academic staff who are themselves research-active that students develop the skills of questioning, problem-solving and communication that are essential for fostering entrepreneurship and for encouraging students' continual engagement with learning.[24]

[22] DES, *National Strategy*, 63–64.

[23] See Expert Group on Assessment of University-Based Research, *Assessing Europe's University-Based Research* (Luxembourg: European Union, 2010), http://ec.europa.eu/research/science-society/document_library/pdf_06/assessing-europe-university-based-research_en.pdf. The Expert Group on Assessment of University-Based Research was established in July 2008 'to identify the parameters to be observed in research assessment as well as [to] analyse major assessment and ranking systems with a view to proposing a more valid comprehensive methodological approach'. *Ibid.*, 10.

[24] Muiris O'Connor and Abigail Chantler, 'The LIN Project within the Context of the Strategic Innovation Fund' in *Designing Together: Effective Strategies for Creating a Collaborative Curriculum to Support Academic Professional Development*, Noel Fitzpatrick and Jen Harvey (eds), (Dublin: DIT,

Higher education institutions' research and teaching missions are therefore inextricably linked and mutually enhancing, and both are crucially important to the way in which an institution engages with wider society.

While the wide recognition of the socio-economic importance of the research mission of higher education institutions has rendered the concept of the university as an 'ivory tower' an anachronism, it is nonetheless evocative of the academic freedom and institutional autonomy on which original knowledge-creation depends. Safeguarding what Marginson describes as the 'capacity for the radical–critical break'—the 'intellectual license to take risks by ranging beyond the established tracks'—renders the performance management of academics' research activities particularly challenging.[25] Enhanced focus on research outputs, and on the economic return on research investment measured against ambitious targets and within strengthened performance frameworks, risks jeopardising academic freedom and original research.

As Marginson observes, 'academic independence and self-determination' can be compromised by placing a premium on institutions' and individuals' success in attracting external research funding because the anxiety of academic researchers to justify the funding received and to maximise their chances of securing further sponsorship militates against 'the freedom to be iconoclastic'.[26] The potential threat to the integrity of academic research posed by its commercial sponsorship has also been highlighted by Goldacre, who points out that key scientific principles, such as the replication of the findings of biomedical research trials, are lost if the research is being funded by one organisation alone; and that 'sometimes whole areas [of biomedical research] can be orphaned because of a lack of money and corporate interest'.[27]

The challenges inherent in the performance management of research in higher education have been highlighted by the critical reception of the U.K.'s Research Assessment Exercise (R.A.E.).[28] As a 'peer-review exercise to evaluate the quality of research in U.K. higher education institutions', the R.A.E. informed 'the selective distribution of funds by the U.K. higher education funding bodies'.[29] It served as a mechanism by which every academic department, or 'unit of assessment' (UOA), was scored from 'unclassified' to 4* on the basis of the submission by 'research-active individuals' of up to four research outputs for expert review, and, as such, the R.A.E. stimulated trenchant criticism.[30] Variously described as a 'rigid, punitive and hierarchical approach to assessment', and as 'a new phase in the "commodification" of academic research', the R.A.E. was perceived by many academics to be an overly intrusive accountability mechanism that impaired academic freedom.[31] Since its results determined the allocation of research funding to individual departments, and thereby jeopardised the future of low-scoring departments deemed by an institution's management to be an unsustainable liability, the R.A.E. placed researchers 'under increasing pressure not to undertake complex and/or radical work which [could] not be […] compressed into the Exercise's four-year cycle'.[32] Had Immanuel Kant (1724–1804) been subjected to an R.A.E. during his first decade as Professor of Logic and Metaphysics at the University of Königsberg, he would have had to declare himself 'research-inactive': further to the publication of his 'Inaugural Dissertation' on the occasion of his appointment in 1770, he produced nothing for eleven years until his *magnum opus*, the *Critique of Pure Reason* (*Kritik der reinen Vernunft*), was published in 1781.

The R.A.E. was also criticised for stimulating 'a lively transfer market in prolific researchers […] before the submission cut-off date', and for the onerous and costly bureaucratic burden that it imposed on institutions.[33] Owing to the 'publish or perish' mentality that it imposed on academics in respect of their research performance, it was charged with eroding the quality of undergraduate teaching, as well as being criticised for the limitations of its findings.[34] The Higher Education Funding Council for England (HEFCE) has been very open in its acknowledgement of the limitations of the R.A.E., particularly in terms of the lack of recognition of inter-institutional, interdisciplinary, and multi-disciplinary research collaborations; of the impact of research within and beyond the research community; and of enterprise activities.[35] In recognition of these limitations, the R.A.E. has now been superseded by the Research Excellence Framework (REF) for assessing research quality, the outcomes of which will be published in 2014. In the REF, research quality will be assessed by expert review panels with reference to citation information, the wider impact of the research undertaken, and the 'vitality of the research environment'.[36]

Internationally, much of the research assessment undertaken to date has had 'an inbuilt bias in favour of hard sciences and biosciences, and of English-language publications'.[37] As the CHERPA Network has noted, this bias stems from the reliance of compilers of global rankings on two commercial bibliometric databases: Thomson Reuters' Web of Science and Elsevier's Scopus.[38] While the Web of Science includes some coverage of books, and Scopus includes coverage of conference papers, books, and patent records, both are principally databases of peer-reviewed journals—'the prime vehicles for knowledge dissemination in the natural sciences, medical sciences and life sciences'.[39] This is to the detriment of disciplines with more disparate publication cultures, such as the applied sciences and engineering, in which 'conference proceedings are often more important than journal articles', and the humanities and social sciences, in which 'book publications (both monographs and book chapters) play an important role in knowledge dissemination'.[40] It is also to the detriment of disciplines with more varied research outputs, such as the creative arts.

The dependence on bibliometric databases as the empirical basis for research assessment has skewed global rankings towards recognition of basic research in established disciplines. As Hazelkorn has commented, reliance on bibliometric data implies a bias in favour of 'the fundamental end of the research spectrum', thus militating against recognition of 'the contribution […] of the creative/cultural industries to innovation or [of] the way in which social innovation is bringing about fundamental change to the social economy'.[41] Moreover, as the Expert Group on Assessment of University-Based Research notes, bibliometric data 'is by definition backward-looking' insofar as 'it assesses past performance as a proxy for future performance' and fails to recognise the potential of 'new and emerging disciplines, young researchers, and new universities'.[42]

There are a host of differences between the publication and dissemination practices of different disciplines—including rates of publication, citation frequencies, the number of authors per publication, the language of a

2011), 16–30 (25), http://arrow.dit.ie/ltcbk/1/.
[25] Simon Marginson, 'Are Neo-Liberal Reforms Friendly to Academic Freedom and Creativity?', paper presented at 'Ideas and Issues in Higher Education' seminar, Centre for Study of Higher Education, The University of Melbourne, 28th May 2007, 1–15 (7–8), http://www.cshe.unimelb.edu.au/downloads/Sem28May07paper.pdf.
[26] *Ibid.*, 8–9.
[27] Ben Goldacre, *Bad Science* (London: Harper Perennial, 2009), 204.
[28] First implemented in 1992, the R.A.E. was subsequently conducted, with decreasing frequency, in 1996, 2001, and 2008 by the Higher Education Funding Council for England (HEFCE) in partnership with the Scottish Funding Council (SFC), the Higher Education Funding Council for Wales (HEFCW), and the Department for Employment and Learning, Northern Ireland (DELNI). See http://www.rae.ac.uk/.
[29] HEFCE, 'Research Assessment Exercise', http://www.hefce.ac.uk/research/ref/reform/.
[30] The scoring range, and number of items permitted for submission, cited here pertain to the 2008 R.A.E..
[31] Lee-Anne Broadhead and Sean Howard, '"The Art of Punishing": The Research Assessment Exercise and the Ritualisation of Power in Higher Education', *Education Policy Analysis* 6/8 (April 1998): 1–14 (3, 9), http://epaa.asu.edu/ojs/article/viewFile/575/698.
[32] *Ibid.*, 9–10.
[33] Simon Caulkin, 'A Senseless System Graduates Without Honours', *The Observer*, 21st December 2008, http://www.guardian.co.uk/business/2008/dec/21/rae-university-funding.
[34] See Lewis Elton, 'The U.K. Research Assessment Exercise: Unintended Consequences', *Higher Education Quarterly* 54/3 (July 2000): 274–283.
[35] See HEFCE, *Review of Research Assessment Exercise: Report by Sir Gareth Roberts to the U.K. Funding Bodies* (Bristol: HEFCE, May 2003), 4–5, http://www.ra-review.ac.uk/reports/roberts/roberts_summary.pdf. Following the 2001 R.A.E., the U.K. funding bodies appointed Sir Gareth Roberts to undertake a review of the exercise in the light of the expression of a range of concerns by stakeholders. See http://www.ra-review.ac.uk/.
[36] HEFCE, 'Research Excellence Framework', http://www.hefce.ac.uk/research/ref/.
[37] Expert Group on Assessment of University-Based Research, *Assessing Europe's University-Based Research*, 10.
[38] See http://thomsonreuters.com/products_services/science/science_products/a-z/web_of_science/ and http://www.info.sciverse.com/scopus/
[39] CHERPA Network, *U-Multirank Interim Progress Report: Design Phase of the Project 'Design and Testing the Feasibility of a Multi-Dimensional Global University Ranking'* (Enschede: Centre for Higher Education Policy Studies (CHEPS), University of Twente, January 2010), 23. See also Expert Group on Assessment of University-Based Research, *Assessing Europe's University-Based Research*, 39.
[40] CHERPA Network, *U-Multirank Interim Progress Report: Design Phase of the Project*, 23
[41] Hazelkorn, 'Impact of Global Rankings', 10.
[42] Expert Group on Assessment of University-Based Research, *Assessing Europe's University-Based Research*, 56. As the Expert Group remarks, 'while it might be appropriate to allocate resources to researchers or universities which have performed best, the alternative could also be appropriate, in other words, to allocate resources to weaker universities in order to build up their capacity'. *Ibid.*, 56.

publication, and the time-span within which research is typically completed—that 'can be positively or negatively affected by the choice of indicators' in research assessment.[43] The Expert Group therefore concluded that 'there is no single set of indicators capable of capturing the complexity of research and research assessment'; that 'there is no such thing as a perfect indicator' and that the strengths and weaknesses of indicators must be considered; that 'there is no such thing as an objective indicator' because 'more often than not, they are proxies'; and that 'indicators must be fit-for-purpose and verifiable'.[44]

1.1.2 TEACHING AND LEARNING

The *National Strategy* sets out a clear vision for the future of teaching and learning in Irish higher education in which flexible programme provision and innovative pedagogies will enable students from a diversity of backgrounds to actively engage in learning throughout their lives. It envisages the development of modularised and semesterised undergraduate curricula which, through greater interdisciplinarity, will foster the acquisition of the key generic skills that are required by employers and which serve as a foundation for lifelong learning. It also recommends the expansion of work-placement and service-learning opportunities across a broad range of programmes to enrich the student-learning experience, to instil in students a sense of civic responsibility, and to strengthen institutions' engagement with the communities of which they are a part.[45] At postgraduate level the *National Strategy* calls for taught courses that facilitate professional development to be offered on a flexible basis through the utilisation of new technologies; and for a sector-wide shift to structured Ph.D. programmes 'designed to ensure that doctoral graduates are broadly employable within the economy'.[46] In order to realise these changes, it stresses the necessity for enhanced academic professional development to 'ensure that all teaching staff are both qualified and competent in teaching and learning', and calls for greater 'alignment and balance between learning outcomes, pedagogy and assessment'.[47]

In order to support the enhancement of the student-learning experience, the challenge for Ireland is to provide a suite of metrics for the evaluation of teaching and learning that will give an insight into institutions' performance that is cognisant of their mission diversity.[48] As far as possible, this needs to take account of the 'value added' by the educational experience through

[43] *Ibid.*, 37. Table 4 of the Expert Group's report provides an overview of the indicators commonly used in research assessment and of their positive and negative features. *Ibid.*, 43–48. Within the table the indicators are organised by 'what they aim to measure', namely 'research productivity'; 'quality and scholarly impact'; 'innovation and social benefits'; 'sustainability and scale'; and 'research infrastructure'. *Ibid.*, 42.
[44] *Ibid.*, 12.
[45] See DES, *National Strategy*, 52–62. On service-learning see Robert G. Bringle and Julie A. Hatcher, 'Implementing Service Learning in Higher Education', *The Journal of Higher Education* 67/2 (March–April 1996): 221–239; Arthur Ellis, Gregory Bianchi, and Kathy Shoop, 'Service-Learning in American Higher Education: An Analysis', *Higher Education Forum* 5 (2008): 141–150; Janet Eyler and Dwight E. Giles, Jr., *Where's the Learning in Service-Learning?* (San Francisco: Josey-Bass, 1999); Maureen E. Kenny, Lou Anna K. Simon, Karen Kiley-Brabeck, and Richard M. Lerner (eds), *Learning to Serve: Promoting Civil Society Through Service Learning* (Boston: Kluwer Academic Publishers, 2002).
[46] DES, *National Strategy*, 60, 68.
[47] *Ibid.*, 62, 57.
[48] As Hénard remarks: 'Quality of teaching reflects the institution's identity. […] Each institution owns its concept of quality teaching. Once the notions of quality and of teaching have been defined, the institution is in a better position to determine appropriate instruments for appraising quality'. Hénard, *Learning Our Lesson:* 87.

the comparison of degree results and entry qualifications, as well as reflecting clarity about the learning outcomes required. As indicated in the *National Strategy*, 'providing teaching and facilitating learning' is one of the core missions of our higher education institutions, and it is imperative that all students benefit from 'an excellent learning experience'.[49] This is vital for the individual student, for society, and for the economy, the renewal of which depends upon the continued supply of highly skilled and adaptable graduates. The evaluation of the student-learning experience is therefore necessary not just for accountability and quality assurance purposes, but to empower institutions to respond effectively to teaching and learning challenges, and to empower students to make informed choices in respect of their participation. Moreover teaching excellence in Irish higher education needs to be recognised and benchmarked against 'best practice' internationally.

The strong focus on the evaluation of research performance in global and national league tables, in the recruitment and promotional criteria for academics, and in governments' targeted funding allocations to institutions has been to the detriment of the evaluation of the student learning experience—and arguably to the detriment of the quality of the learning experience *per se*. As Hénard comments:

> The traditional reward system, primarily based on scientific performance (e.g. publications) lacked concern about quality teaching. This trend therefore overlooked the purpose of teaching, while research drew the attention of leaders, researchers, politicians and funding councils.[50]

This is partly a reflection of the ideological conception of the higher education sector as 'the engine for economic growth and innovation', but the comparative neglect in the evaluation of teaching and learning, and more broadly of the student-experience, is also a product of the difficulties inherent in seeking to measure quality in these areas.[51] As the U.K.'s Committee of University Chairs (CUC) has acknowledged:

> The student experience is not easy to measure. It is centred around the quality of the learning experience of students—which is in turn linked to the teaching and learning strategies, pedagogic methods, learning resources and how effectively these are deployed in the institution. However, different types of student need different degrees of challenge or support in these areas, and the student experience will also be significantly affected by social and pastoral issues, including the quality of teaching and learning accommodation and resources, student support services, social and sporting facilities, cultural opportunities.[52]

As Hénard has observed, a whole range of factors affect students' academic performance, including 'students' personal efforts and motivation, their workload and their reaction to diverse pedagogical attitudes'.[53] Consequently there is 'a lack of understanding of the causal link between teaching and learning'—'the logical route from teaching input to learning outcome [being] unknown'—and therefore difficulty inherent in measuring the 'added value of teaching on the learning process'.[54] The indicators used in rankings and accountability reports to measure teaching quality are necessarily proxies and, as Hénard observes, 'are

[49] DES, *National Strategy*, 52.
[50] Hénard, *Learning Our Lesson*, 95–6.
[51] Hazelkorn, 'Impact of Global Rankings', 1.
[52] Committee of University Chairs, *CUC Report on the Monitoring of Institutional Performance and the Use of Key Performance Indicators* (November 2006), 28, http://www2.bcu.ac.uk/docs/cuc/pubs/KPI_Booklet.pdf. The CUC is a discussion forum, hosted by Birmingham City University, for the chairpersons of the governing bodies of universities in the U.K.. (See http://www2.bcu.ac.uk/cuc.)
[53] Hénard, *Learning Our Lesson*, 84.
[54] *Ibid.*, 83–84.
[55] *Ibid.*, 81. See also M. J. Bormans, R. Brouwer, R.J. Veld and F.J. Mertens, 'The Role of Performance Indicators in Improving the Dialogue between

generally chosen because they are readily quantifiable and available, and not because they accurately assess the quality of the teaching'.[55] Input and output-orientated indicators such as students' entry grades, staff–student ratios, expenditure on teaching, completion and graduation rates, and graduates' career prospects are not, in themselves, reflective of teaching quality *per se*. Moreover placing a premium on performance measured against such metrics carries with it a high risk of unintended consequences, such as discouraging widening participation or, conversely, compromising high academic standards.

Within Ireland, the current lack of systematic mechanisms for student feedback across higher education institutions militates against the evaluation of teaching quality, and, more broadly, of the student experience.[56] This is being addressed in part through the establishment of the Irish Survey of Student Engagement (ISSE), a system-wide pilot of which has been completed by a consortium including students, higher education institutions, the HEA and Quality and Qualifications Ireland (QQI).[57] In seeking to evaluate the student learning experience, it will be vital that the qualitative data obtained from the ISSE is underpinned by a robust and objective evidence-base of quantitative data that facilitates meaningful comparison of institutions' teaching and learning provision.

1.1.3 ENGAGEMENT

Engagement with wider society has always, essentially, been fundamental to the mission of higher education institutions. It was Plato's view of education as a socially transformative means of producing good and virtuous citizens that underpinned the curriculum he outlined for the Academy, as 'the first university in Europe', in Part VIII of *The Republic*.[58] The Enlightenment concept of a civil education was heavily influenced by Plato's *Republic*, which, in *Émile*, Rousseau commends as 'the most beautiful treatise on education ever written';[59] and in John Henry Newman's seminal mid-nineteenth-century lectures, published as *The Idea of a University* in 1905, he acknowledges:

> There is a duty we owe to human society as such, to the state to which we belong, to the sphere in which we move, to the individuals towards whom we are variously related, and whom we successively encounter in life; and that philosophical or liberal education […] which is the proper function of a University, if it refuses the foremost place to professional interests, does but postpone them to the formation of the citizen.[60]

That for Newman the social responsibility of the university was fulfilled by means of the provision of a 'philosophical or liberal education', through which 'the intellect […] is disciplined for its own sake, […] for its own highest culture', is suggestive of the crucial importance of academic freedom and autonomy to higher education institutions' engagement with the wider community.[61] Only by safeguarding academics' 'freedom to think, to invent, and to communicate' can society be assured of the independent intellectual leadership, as well as of the cutting-edge research and innovative teaching, which, traditionally, have served as the principal conduits through which higher education institutions engage with wider society.[62]

The importance of the civic role of higher education was central to its development throughout the nineteenth and early-twentieth centuries, during which the mechanics' institutes and land-grant universities were established to provide adult education and to meet the vocational educational needs of the work-force. In this period new urban universities, such as the University of Chicago, were also founded with the ambition of serving the interests of the wider community. Thus in 1905, in an impassioned defence of universities as instruments for social justice, William Rainey Harper, the inaugural President of the University of Chicago, wrote:

> It is the university that fights the battles of democracy, its war-cry being: 'Come, let us reason together'. It is the university that, in these latter days, goes forth with buoyant spirit to comfort and give help to those who are downcast, *taking up its dwelling in the very midst of squalor and distress*.[63]

Building on this vision of the democratising potential of universities, the breadth of the engagement activities pursued by higher education institutions in Ireland in the twenty-first century—with business and industry; with the civic life of the community; with public policy and practice; with artistic, cultural and sporting life; and with other educational providers—reflects their broader social and economic remit as key players in the 'knowledge society'.[64] This social responsibility is enshrined in the Irish State legislation on higher education, with the Universities Act (1997) requiring our universities 'to promote the cultural and social life of society', and the Institutes of Technology Act (2006) calling for a contribution 'to the promotion of the economic, cultural and social development of the State'. Its importance is also emphasised in the *National Strategy*, in which the engagement mission of higher education is presented alongside the teaching and research missions as 'the third of the three interconnected core roles of higher education'.[65]

The dynamic inter-connection of research, teaching, and engagement was influentially articulated in Ernest L. Boyer's seminal report of

Government and Universities', *International Journal of Institutional Management in Higher Education* 11/2 (July 1987): 181–194.
[56] The European University Association's *Review of Quality Assurance in Irish Universities* (2005) noted the lack of systematic mechanisms for student feedback. See European University Association, *Review of Quality Assurance in Irish Universities* (Dublin: HEA and IUQB, 2005). http://www.eua.be/Libraries/IEP/Report_Sectoral_Ireland.sflb.ashx.
[57] On the ISSE see http://studentsurvey.ie/wordpress/.
[58] Desmond Lee, 'Translator's Introduction' in Plato, *The Republic*, 2nd edn (London: Penguin, 1987), xi–lvi (xxxvi).
[59] Jean-Jacques Rousseau, *Émile, or On Education*, Allan Bloom (trans.), (New York: Basic Books, 1979), 40. While the philosophy of education expounded in *Émile* was idiosyncratic within Enlightenment discourse, the treatise has itself been described as 'the most significant work on education after Plato's *Republic*'. Robert Wokler, *Rousseau* (Oxford: Oxford University Press, 1995), 1.

[60] John Henry Cardinal Newman, *The Idea of a University* (London, New York, and Bombay: Longmans, Green, and Co., 1905; repr. Forgotten Books, 2012), 167.
[61] *Ibid.*, 167, 152.
[62] DES, *National Strategy*, 75.
[63] William Rainey Harper, *The Trend in Higher Education* (Chicago: University of Chicago Press, 1905), 19–20; quoted in Ira Harkavy, 'The Role of Universities in Advancing Citizenship and Social Justice in the 21st Century', *Education, Citizenship and Social Justice* 1/1 (2006): 5–37 (7).
[64] DES, *National Strategy*, 74.
[65] *Ibid.*, 74.

1990, *Scholarship Reconsidered: Priorities of the Professoriate*.[66] Like Newman, Boyer acknowledged that

> the aim of education is not only to prepare students for productive careers, but also to enable them to live lives of dignity and purpose; not only to generate knowledge, but to channel that knowledge to humane ends; not merely to study government, but to help shape a citizenry that can promote the public good.[67]

However it was in articulating the paradigmatic shift away from Newman's teleological conception of the relationship between a 'liberal education' and 'the formation of the citizen' towards the two-way, dialectical concept of 'knowledge-exchange', in which 'the arrow of causality can, and frequently does, point in *both* directions', that Boyer laid the foundations for the re-conceptualisation of engagement in higher education.[68] Boyer argued that 'social problems themselves define an agenda for scholarly investigation'; that 'new intellectual understandings can arise out of the very act of application' of knowledge, as that which 'is acquired through research, through synthesis, through practice, and through teaching'; and that 'knowing and learning are communal acts'.[69] In suggesting that 'good teaching means that faculty, as scholars, are also learners', and that 'through reading, through classroom discussion, and surely through comments and questions posed by students, professors themselves will be pushed in new directions', Boyer articulated the value of the co-creation of knowledge, on which many of the innovative pedagogies that have blossomed in higher education over the past decade—such as peer-assisted learning, problem-based learning, and the use of social media and interactive Web 2.0 technologies—have been premised.[70]

Boyer's insight that 'the scholarship of application', in which 'theory and practice vitally interact, and one renews the other', is constricted by disciplinary boundaries is another central theme in the literature on engagement.[71] In his article, 'The New American College' (1994), Boyer envisaged that 'the engaged campus of the future will "organise cross-disciplinary institutes around pressing social issues" as a matter of course'.[72] Similarly Harkavy refers to 'the *disciplinary fallacy* afflicting American universities', in accordance with which 'professors are duty-bound only to serve the scholastic interests and preoccupations of their disciplines' and 'have neither the responsibility nor the capacity to help their universities keep their longstanding promises to prepare "America's Undergraduates for Lives of Moral and Civic Responsibility"'.[73] For Harkavy, 'this belief and practice […] strongly inhibits the interdisciplinary cooperation and integrated specialization necessary to solve significant, highly complex, real-world problems'.[74]

However for Boyer, as for many commentators on engagement in higher education, the break-down of disciplinary silos is not in itself sufficient. Rather it must be recognised that 'a variety of creative work [is] carried on in a variety of places', and that research, scholarship and learning are not confined to the citadel of the university, but happen everywhere.[75] Increasingly the locus of innovation is dispersing and moving well beyond the campus, and the interaction of institutions with enterprises and communities offers significant potential for job-creation as well as for social and civic innovation.

Irish higher education institutions already play an important role in enriching the communities of which they are a part, through their educational provision, as that which includes public lectures and extramural courses as well as those programmes offered on a flexible basis; through

[66] See Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990).
[67] *Ibid.*, 78.
[68] *Ibid., 15–16.*
[69] *Ibid.*, 21, 23, 24.
[70] *Ibid.*, 24.
[71] *Ibid.*, 23.
[72] Ernest L. Boyer, 'The New American College', *Chronicle of Higher Education* A48 (9th March 1994); quoted in Elizabeth L. Hollander, John Saltmarsh, Edward Zlotkowski, 'Indicators of Engagement' in *Learning to Serve: Promoting Civil Society Through Service Learning*, Kenny *et al* (eds), 31–49 (43).
[73] Harkavy, 'The Role of Universities in Advancing Citizenship', 15.

cultural and sporting events; and through a range of civic activities.[76] A number of institutions have established initiatives, in collaboration with their local communities, through which to address educational disadvantage and to achieve greater equity of access to higher education; and Irish universities and institutes of technology also maintain close links with business and industry—links which are vital to ensuring the continued alignment of graduate output with the evolving skills needs of the economy, as well as to advancing the commercialisation of institutions' research output.

The great potential of business–academic partnerships to facilitate knowledge-transfer and the development of joint research projects, to enhance the provision of education and training for employees, and to engage employers in programme provision, design and review has been highlighted by the Roadmap for Employer–Academic Partnership (REAP) and the 'Education in Employment' (EiE) projects.[77] The benefits of such engagement are illustrated by the HEA's Springboard labour-market activation initiative, which provides flexible higher education opportunities in areas of skills need and employment growth for unemployed citizens; and by the HEA's ICT Skills Programme, which, through the provision of graduate conversion opportunities in ICT, is addressing an identified skills deficit in Ireland in an area with significant growth-potential.[78] Higher education institutions have a critical role to play in meeting Ireland's human capital needs and in fostering and sustaining economic renewal.

While acknowledging the achievements of the higher education sector to date in engaging with wider society, the *National Strategy* calls on higher education institutions to 'engage with the communities they serve in a more connected manner—identifying community, regional and enterprise needs and proactively responding to them'; and 'to become more firmly embedded in the social and economic contexts of the communities they live in and serve'.[79] It suggests that 'engagement with the wider community must become more firmly embedded in the mission of higher education institutions'—an ambition to be achieved through 'greater inward and outward mobility of staff and students' between institutions and organisations in the wider community; through flexible programme provision which meets continuing professional development (CPD) needs; through accreditation of students' civic engagement activities; and through the establishment of mechanisms that foster external engagement in a range of activities, 'including programme design and revision'.[80]

It is widely acknowledged that the enhancement of engagement in higher education necessitates institutional support. As Hollander, Saltmarsh and Zlotkowski comment:

> The vision of the engaged campus […] suggests a wider democratic practice, one that goes beyond a reorientation of the institution's professional culture and a revisiting of its academic mission to include changes in institutional structure and organisation. Reciprocal, long-term relationships in local communities imply institutional structures […] to connect the campus to the community. Faculty roles are reconsidered, as is the reward structure, to acknowledge, validate, and encourage a shift in teaching, scholarship, and service toward community engagement. […] Further, the institution embraces a view of the campus as a part of, not as separate from, the local community.[81]

[74] *Ibid.*, 15.
[75] Boyer, *Scholarship Reconsidered*, 15.
[76] DES, *National Strategy*, 74.
[77] See http://eine.ie/ and http://reap.ie/site/
[78] See http://www.bluebrick.ie/springboard/ and http://www.ictskills.ie/.
[79] DES, *National Strategy*, 75, 78.
[80] *Ibid.*, 79.
[81] Hollander, Saltmarsh, and Zlotkowski, 'Indicators of Engagement', 34.

Similarly John Goddard argues:

> Engagement has to be an institution-wide commitment, not confined to individual academics or projects. It has to embrace teaching as well as research, students as well as academics, and the full range of support services. All universities need to develop strategies to guide their engagement with wider society, to manage themselves accordingly and to work with external partners to gauge their success.[82]

These insights are reflected in the range of initiatives that have emerged in recent years to evaluate and benchmark engagement activities and their impact, and to recognise and reward them. The institutionalisation and performance evaluation of engagement are inextricably linked, and are the essential prerequisites for fostering the transition from 'piecemeal or disparate' engagement activities to institution-wide approaches and the 'comprehensive set of mission-driven interventions to support civic engagement' that the *National Strategy* advocates.[83] The vital importance of institutional leadership and cultural change for achieving this transition is emphasised in the National Strategy, which advocates more concrete expressions of commitment to engagement activities and strategies, such as the 'recognition of the importance of engagement activities in resource allocations, in promotion criteria and in the metrics used to assess progress at institutional, regional, and national level'.[84]

In higher education policy internationally, there is a growing appreciation of the diversity of higher education institutions and of the need to take account of institutions' historical, geographical, socio-cultural and linguistic specificity and diversity in developing a framework in which to evaluate the quality of engagement. However the emphasis in the *National Strategy* on the need for the enhanced internationalisation of the Irish higher education sector can also be understood as a vital aspect of the engagement mission within a global context. The *National Strategy* calls for Irish higher education institutions to adopt 'a strategic approach to internationalisation and global engagement', and emphasises that 'in this regard, it is crucial that internationalisation in higher education in Ireland is understood in its broadest context'.[85] Engaging with international students and staff, developing institutional and research links with institutions abroad, engaging in trans-national educational provision, and participating in EU programmes and initiatives are all essential to the future of our higher education sector in an inter-connected world in which national borders are increasingly irrelevant.[86]

While still peripheral to global rankings and league tables, the value of engagement activities in higher education has been recognised in the CHE rankings and in the European Commission-funded U-Multirank, the latter of which assesses institutions' engagement ('third mission') activities through three dimensions: 'knowledge transfer', 'international orientation', and 'regional engagement'.[87] The European Commission has also funded the E3M project, through which an instrument for the identification, measurement, and comparison of 'third mission' activities in higher education institutions has been designed;[88] and the Good Practices in University–Enterprise Partnerships (GOODUEP) project, which aimed to support the development of university–enterprise partnerships (UEP) across Europe through their mapping and benchmarking.[89]

In the U.S., the Carnegie Foundation for the Advancement of Teaching has, since 2006, recognised American higher education

[82] John Goddard, *Reinventing the Civic University*, Provocation 12 (London: NESTA, 2009), 4.
[83] DES, *National Strategy*, 78.
[84] *Ibid.*, 78. See also Robert G. Bringle, Julie A. Hatcher, and Barbara Holland, 'Conceptualising Civic Engagement: Orchestrating Change at a Metropolitan University', *Metropolitan Universities* 18/3 (2007): 57–74; John Saltmarsh, Dwight E. Giles Jr., Elaine Ward, Suzanne M. Buglione, 'Rewarding Community-Engaged Scholarship', *New Directions for Higher Education* 147 (Fall 2009): 25–35.
[85] DES, *National Strategy*, 80. Exploring the distinction between 'internationalisation' and 'globalisation', Marginson and van der Wende suggest that, while internationalisation 'refers to any relationship across borders between nations', globalisation refers to 'the processes of worldwide engagement and convergence associated with the growing role of global systems that criss-cross many national borders'. Marginson and van der Wende, 'The New Global Landscape', 21–22. They state: 'Globalisation is more obviously transformative than internationalisation. Globalisation goes directly to the communication hubs and to the economic, cultural and political core of nations; remaking the heartlands where national and local identities are formed and reproduced; […] internationalisation is an older, more limited practice. It assumes that societies defined as nation-states continue to function as bounded economic, social and cultural systems even when they become more interconnected'. *Ibid.*, 22.
[86] DES, *National Strategy*, 80–81.
[87] CHERPA-Network, *U-Multirank: Design and Testing the Feasibility of a Multidimensional Global University Ranking: Final Report*, 74. The CHE rankings (http://www.che-ranking.de/) and U-Multirank (http://www.u-portal.org/u-multirank/) are discussed in section 1.2.2 below, and the indicators utilised in U-Multirank are detailed in Appendix 1 of this report.
[88] See http://www.e3mproject.eu/index.html. The indicators developed by the E3M consortium to measure universities' 'third mission' activities are detailed in Appendix 2 of this report.
[89] See José-Ginés Mora, Andrea Detmer, María-José Vieira (eds), *Good Practices in University-Enterprise Partnerships GOODUEP* (GOODUEP, 2010), http://gooduep.eu/documents/GOODUEP-Final%20Report%20UEPS.pdf.

institutions' commitment to wider society through an elective classification for 'community engagement' which is based on institutions' voluntary submission of data and documentation.[90] Defining 'community engagement' as 'the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity',[91] the Carnegie Foundation's elective classification 'affirms that a university or college has institutionalised engagement with community in its identity, culture, and commitments'.[92]

Also in the U.S., Campus Compact —'a national coalition of over 750 college and university presidents committed to the civic purposes of higher education'—have developed a suite of ten 'indicators of engagement' that have been established to assist them 'in moving toward deeper engagement in a local community.[93] Covering 'pedagogy and epistemology', 'faculty development', 'enabling mechanisms', 'internal resource allocation', 'external resource allocation', 'faculty roles and rewards', 'disciplines, departments, interdisciplinarity', 'community voice', 'administrative and academic leadership', and 'mission and purpose',[94] these indicators assess the 'institutionalisation of engagement'.[95]

A wealth of tools for the measurement of engagement have been developed in the U.K.. Since 2001, the HEFCE's annual Higher Education–Business and Community Interaction (HE–BCI) survey has provided a framework for the collection of data by the Higher Education Statistics Agency (HESA) on higher education institutions' knowledge-exchange activities.[96]

[90] See http://www.carnegiefoundation.org/. The indicators on which the Carnegie Foundation's elective community engagement classification is based are detailed in Appendix 3 of this report.
[91] Lorilee R. Sandmann, Courtney H. Thornton, Audrey J. Jaeger, 'Editors' Notes', *New Directions for Higher Education* 147 (Fall 2009): 1–4 (1).
[92] Amy Driscoll, 'Carnegie's New Community Engagement Classification: Affirming Higher Education's Role in Community', *New Directions for Higher Education* 147 (Fall 2009): 5–12 (5). For an account of North Carolina State University's experience of attaining Carnegie community-engagement classification see James J. Zuiches and the NC State Community Engagement Task Force, 'Attaining Carnegie's Community-Engagement Classification', *Change* (January/February 2008): 42–45. On engagement in Carnegie-classified institutions more broadly see Barbara A. Holland, 'Will It Last? Evidence of Institutionalisation at Carnegie Classified Community Engagement Institutions', *New Directions for Higher Education* 147 (Fall 2009): 85–98; Lorilee R. Sandmann, Courtney H. Thornton, Audrey J. Jaeger, 'The First Wave of Community-Engaged Institutions', *New Directions for Higher Education* 147 (Fall 2009): 99–104.
[93] Hollander, Saltmarsh, and Zlotkowski, 'Indicators of Engagement', 32, 34. See http://www.compact.org/.
[94] Hollander, Saltmarsh, and Zlotkowski, 'Indicators of Engagement', 35–36.
[95] Furco and Miller, 'Issues in Benchmarking and Assessing Institutional Engagement', 49. Another important on-going international initiative to measure engagement activities is being pursued by the Australian Universities Community Engagement Alliance (AUCEA), (http://www.aucea.org.au/). Under the Tracking and Measuring Engagement (TaME) initiative, the AUCEA is currently preparing a White Paper in which an evaluation instrument will be outlined. See http://www.aucea.org.au/shared-resources/tame/.
[96] See HEFCE, 'Higher Education–Business and Community Interaction Survey (HE–BCI)', http://www.hefce.ac.uk/whatwedo/kes/measureke/hebci/.

This provides information on 'the continuing development of interaction between higher education institutions and business and the community' in order to inform the allocation of public funding for 'third stream' activities by the funding councils in the U.K., as well as providing institutions with information to inform their strategic management and benchmarking of such activities.[97] Overseen by the HE–BCI Stakeholders' Group, comprising representatives from higher education funding and sectoral bodies, as well as from government departments, the survey provides a wealth of financial and output data on institutions' 'third stream' activities, the key metrics for which are detailed in Appendix 4.

Other U.K. initiatives to evaluate engagement include the Higher Education Community Engagement Model (HECEM), which was created by twelve Russell Group universities in partnership with the Corporate Citizenship Company to capture data on higher education institutions' community-engagement activities in order to facilitate their strategic management and benchmarking.[98] The 2003 pilot of the HECEM led to the development of a benchmarking toolkit now freely available on the University of Warwick's website;[99] and in 2009 Newcastle University developed a very comprehensive tool for benchmarking universities' regional engagement that covers all aspects of the engagement mission.[100] In addition, the National Coordinating Centre for Public Engagement (NCCPE) has developed the EDGE self-assessment tool which designates the stage of development of an institution's support for public engagement as 'embryonic', 'developing', 'gripping', or 'embedded' under the headings of mission, leadership, communication, support, learning, recognition, staff, students and public.[101]

The importance of engagement in higher education in the U.K. has also been recognised in the CUC's performance management framework, which (under the high-level key performance indicator (KPI) 'knowledge transfer and relationships') includes indicators on the 'number and quality of strategic partnerships', 'engagement with local and regional communities and employers', and the 'success of alumni, fund-raising, and sponsorship activity'.[102] In addition, the evaluation of 'knowledge-exchange' activities in U.K. universities has been advanced through an Economic and Social Research Council (ESRC)-funded project undertaken by Centre for Business Research at the University of Cambridge, entitled 'University–Industry Knowledge Exchange: Demand Pull, Supply Push and the Public Space Role of Higher Education Institutions in the UK Regions'.[103] This project sought to address the 'lack of systematic quantitative evidence on the interactions that academics […] have with external organisations' through the design and implementation of a web-based survey of the knowledge exchange activities of academics in the U.K in 2008–2009.[104] A range of the indicators on which the survey was based, which include patents, licenses, problem-solving activities and community-based projects, are detailed in Appendix 7.

[97] HEFCE, *Higher Education–Business and Community Interaction Survey 2010–11* (Bristol: HEFCE, 2012), 7, http://www.hefce.ac.uk/media/hefce/content/pubs/2012/201218/2012-18.pdf.
[98] See http://www2.warwick.ac.uk/about/community/communityhub/model/. See also http://www.corporate-citizenship.com/. The HECEM is based on the London Benchmarking Group Model, used by private companies to assess their contribution to the community. See http://www.lbg-online.net/.
[99] See http://www2.warwick.ac.uk/about/community/communityhub/model/.
[100] See David Charles, Cheryl Conway, and Paul Benneworth, *Benchmarking the Regional Contribution of Universities* (HEFCE and Newcastle University, 2009). The indicators comprising this benchmarking tool are detailed in Appendix 5 of this report.
[101] The NCCPE's EDGE self-assessment tool is reproduced in Appendix 6 of this report. The NCCPE aims to 'support, recognise, reward, and build capacity for public engagement work' in higher education through six university-based collaborative centres ('Beacons') which have been established in Newcastle, Durham, Manchester, Norwich (UEA), Cardiff and Edinburgh. See http://www.publicengagement.ac.uk/.
[102] *CUC Report on the Monitoring of Institutional Performance*, 49.
[103] See http://www.cbr.cam.ac.uk/research/programme1/project1-17output.htm.
[104] Maria Abreu, Vadim Grinevich, Alan Hughes, and Michael Kitson, *Knowledge Exchange Between Academics and the Business, Public and Third Sectors* (Cambridge: Centre for Business Research, 2009), 7, 9.

1.2 PERFORMANCE EVALUATION: METHODOLOGICAL CHALLENGES AND SOLUTIONS

In this section, examination of two of the most high-profile and well-established global university rankings serves to illustrate the methodological challenges which the performance evaluation of higher education institutions presents, as well as to highlight some of the unintended consequences to which such rankings can give rise. Global rankings evaluate higher education institutions as holistic entities, providing no insight into their strengths and weaknesses across different disciplines or areas of activity. Furthermore, as the Times Higher Education (THE) World University Rankings and the Shanghai Jiao Tong University (SJTU)'s Academic Ranking of World Universities (ARWU) illustrate, their primary focus is on research and institutional reputation to the detriment of the assessment of teaching and learning and of engagement with wider society. Relying on quantitative data that is readily available and internationally comparable, the indicators of which these rankings are comprised serve as proxies for quality in the areas evaluated, creating a high risk of unintended consequences. Within the research arena, reliance on databases of peer-reviewed journal articles ensures that global rankings have an inbuilt bias in favour of the sciences and English-language publications—bias which jeopardises the future of disciplines with more disparate

publication cultures within institutions seeking to improve their ranking position. Furthermore the strong reliance on an 'Academic Reputation Survey' in the THE World University Rankings serves to enhance the prestige of already well-renowned institutions while reinforcing negative preconceptions about those less well-established without foundation.

Within the European context, in which there is heightened awareness of the importance of supporting the rich (historical, cultural and linguistic) diversity of higher education institutions, a number of initiatives to develop more comprehensive, equitable and transparent performance evaluation instruments have emerged. While the CHE rankings and U-Multirank aim to objectively assess the broad spectrum of higher education institutions across a range of parameters, other initiatives, such as the E3M project and Webometrics, focus on one dimension of institutional activity. In the U.K. the CUC has established a framework of KPIs as the basis for enhancing institutional strategic management; and the Key Information Sets (KIS), which all U.K. higher education institutions are now required to provide in respect of their undergraduate courses, bring together a wealth of qualitative and quantitative data to provide insight into the student-experience. Increasing recognition of the need within Ireland for an enhanced evidence-base for the performance evaluation of higher education institutions has been reflected in the work of the IUA to establish a framework of KPIs that is comparable to that of the CUC, as well as in the Royal Irish Academy (RIA)'s work to develop KPIs for the assessment of research in the arts and humanities.

1.2.1 GLOBAL RANKINGS

> It is vital that rankings systems are crafted so as to serve the purposes of higher education, rather than the purposes being reshaped as an unintended consequence of rankings.[105]

In recent years national and global league tables have proliferated, with many countries developing systems for the ranking of their own higher education institutions.[106] However the U.K. arguably remains *primus inter pares* in this regard, with a range of media organisations producing annual rankings of U.K. universities, the most influential of which are The Times Good University Guide, The Sunday Times University Guide, and The Guardian University Guide (all detailed in Appendix 8). Internationally, the Times Higher Education (THE) World University Rankings and the Shanghai Jiao Tong University (SJTU) Academic Ranking of World Universities (ARWU) are among the best-known global league tables, focusing primarily on research and reputation, an analysis of which is presented in this section.[107]

Times Higher Education (THE) World University Rankings

The THE World University Rankings of the 'top 200' institutions have been produced since 2004. Published with the disclaimer that 'no project that seeks to reduce the amazing variety of university activity into a single ranked list can ever be perfect', the THE Rankings are based on the following indicators and weightings:[108]

THE World University Rankings (2013–2014)[109]		
Category & weighting	**Indicator**	**Weighting of indicator**
Teaching—the learning environment (30%)	Reputational survey on teaching	15%
	Ph.D. awards per academic	6%
	Undergraduates admitted per academic	4.5%
	Income per academic	2.25%
	Ph.D. awards / Bachelors' awards	2.25%
Research—volume, income and reputation (30%)	Reputational survey on research	18%
	Research income (scaled)	6%
	Papers per academic & research staff	6%
Citations—research influence (30%)	Citation impact (normalised average citations per paper). Source: Thomson Reuters' *Web of Science* database.	30%
Industry income—innovation (2.5%)	Research income from industry (per academic staff)	2.5%
International outlook—staff, students and research (7.5%)	Ratio of international to domestic staff	2.5%
	Ratio of international to domestic students	2.5%
	Proportion of internationally co-authored research papers	2.5%

[105] Marginson and van der Wende, 'To Rank or To Be Ranked', 326.
[106] See, for example, Poland's Perspektywy University Ranking (http://www.perspektywy.org/), the Dutch Studychoice123 (www.studychoice123.nl), the *US News & World Report* (http://www.usnews.com/), and the annual rankings produced by Spain's CYD Foundation (http://www.fundacioncyd.org/wps/portal/WebPublica/General?WCM_GLOBAL_CONTEXT=/WebCorporativa_es/webfcyd_en/TheFoundation/Goals/).
[107] The QS World University Rankings are also influential internationally. (See http://www.topuniversities.com/university-rankings/world-university-rankings/.)
[108] Phil Baty, 'Change for the Better', 6th October 2011 (http://www.timeshighereducation.co.uk/world-university-rankings/2011-2012/analysis-rankings-methodology.html). In respect of the difficulties inherent in seeking to measure the immeasurable, Baty, the Editor of the THE World University Rankings, has stated: 'We are aware that higher education institutions are extraordinarily complex organisations. They do many wonderful, life-changing and paradigm-shifting things that simply cannot be measured. Data on some of their most valuable endeavours simply do not exist or cannot be meaningfully compared on a global scale; many of the proxies commonly used are less than satisfactory'. Phil Baty, 'Robust, Transparent and Sophisticated', 16th September 2010 (http://www.timeshighereducation.co.uk/world-university-rankings/2010-2011/analysis-methodology.html).
[109] See http://www.timeshighereducation.co.uk/world-university-rankings/2013-14/world-ranking/methodology.

As will be apparent from the above, 'a high value is placed on institutional reputation and on the level of "internationalisation" of HEIs' in the THE World University Rankings,[110] with one-third of the total overall score being derived from the 'Academic Reputation Survey' in the areas of teaching and research—'a worldwide poll of experienced scholars' on the 'perceived prestige of institutions' in these areas that is carried out by Thomson Reuters on behalf of the THE.[111] In 2011–2012 the decision was taken to give greater weighting to the research reputational survey (18%) than to the teaching reputational survey (15%) on the grounds that 'academics are likely to be more knowledgeable about the reputation of research departments in their specialist fields'; and the emphasis on institutions' mix of international and domestic staff and students is justified on the grounds that it is 'a sign of how global an institution is in its outlook' and of 'the ability of a university to compete in a competitive global market for undergraduates and postgraduates'.[112]

The limitations of reputational surveys in providing an accurate gauge of performance have been widely acknowledged. As van der Wende comments, they 'favour universities already well-known regardless of merit', they potentially 'recycle and augment existing reputation', and they 'reinforce stereotypes and market stratification'.[113] With Marginson she observes that 'the *Times Higher* rankings reward a university's marketing division better than its researchers', and incentivise institutions 'to step up reputational marketing and international recruitment while lowering staff–student ratios'.[114]

The Shanghai Jiao Tong University (SJTU) Rankings

First published in 2003, the SJTU's ranking of the 'top 500' universities is based solely on research performance partly because of the lack of objective, quantifiable data with which to measure and compare teaching quality on an international basis, and partly because research is arguably 'the most important single determinant of a global university reputation and the only indicator available that is unambiguously merit-based'.[115] The weightings underpinning the ARWU are as follows:[116]

SJTU's Academic Ranking of World Universities (2013)		
Criteria	**Indicator**	**Weight**
Quality of education	Alumni of an institution winning Nobel Prizes and Fields Medals	10%
Quality of faculty	Staff of an institution winning Nobel Prizes and Fields Medals	20%
	Highly cited researchers in 21 broad subject categories	20%
Research output	Papers published in *Nature* and *Science*.[117]	20%
	Papers indexed in Science Citation Index-expanded and Social Science Citation Index	20%
Per capita Performance	Per capita academic performance of an institution	10%

[110] Marginson and van der Wende, 'To Rank or To Be Ranked', 312.
[111] Baty, 'Change for the Better'. The THE also produce annual 'World Reputation Rankings' of universities, based on the 'Academic Reputation Survey'. See http://www.timeshighereducation.co.uk/world-university-rankings/2013/reputation-ranking.
[112] Baty, 'Change for the Better'.
[113] Marijk van der Wende, 'Rankings and Classifications in Higher Education: A European Perspective', *Higher Education: Handbook of Theory and Research* 23 (2008): 49–71 (59–60). Rauvargers notes that 'in the case of the THE-QS-based ranking, the "peers" are not in fact nominating the universities *they* consider excellent—they are restricted to pre-prepared lists, from which many universities and even whole countries have been omitted'. Andrejs Rauvargers, *Global University Rankings and Their Impact* (Brussels: European University Association, 2011), 15.
[114] Simon Marginson and Marijk van der Wende, 'Europeanisation, International Rankings and Faculty Mobility: Three Cases in Higher Education Globalisation' in OECD, *Higher Education to 2030—Volume 2: Globalisation*, 109–144 (125, 127).
[115] Marginson and van der Wende, 'To Rank or To Be Ranked', 311.
[116] ARWU, 'Ranking Methodology', http://www.shanghairanking.com/ARWU-Methodology-2013.html.
[117] The weighting of the indicator is reassigned to other indicators for institutions which specialise in the humanities and social sciences, such as the London School of Economics (LSE). See ARWU, 'Ranking Methodology', http://www.shanghairanking.com/ARWU-Methodology-2013.html.

These league tables highlight a number of methodological challenges and the narrow focus of existing attempts to measure the performance of higher education institutions. Based largely on available data, rather than on clear concepts of the attributes they seek to evaluate, these rankings arguably 'count what can be measured rather than measuring what counts', with some indicators being 'poor proxies for the qualities identified'.[118] Moreover the weight given to institutions' prestige and pre-existing reputation by reliance on qualitative assessment mechanisms, such as surveys and questionnaires, is exacerbated by the inclusion of entry-grades and class of degrees awarded as indicators without an attempt being made to capture the 'value added' by the educational process. Such indicators give little insight into the performance of an institution—and, in particular, 'provide little or no guidance on the quality of teaching'—but rather merely serve to bolster the reputational standing of elite universities.[119]

Overall, the creation of league tables, based on the aggregation of scores assigned to a limited range of indicators into one overall score, belies the complexity of the work of higher education institutions, the range of social, cultural, and historical contexts within which they function, and the diversity of their missions.[120] As Marginson and van der Wende comment:

> The central limitation of rankings is twofold. First, whether rankings are specifically derived from existing reputation or not, they tend to foster holistic reputational judgements of HEIs that are not strictly mandated by the data used to compile the rankings. […] Second, HEIs have different goals and missions that are internally differentiated. This again suggests that it is invalid to measure and compare individual HEIs as a whole and still less to compare different HEIs in a national system. […] Composite approaches 'muddy the waters' and undermine the validity of the information. The link between purpose and data is lost.[121]

Another limitation of rankings of whole institutions is that the relative strengths of the individual academic departments of which they comprised are masked. As the CHERPA Network remark:

> Universities differ very much in the performance of their departments/fields. Only a small number of 'world class' universities perform highly in (almost) all of their departments. The most appropriate and realistic strategy for most universities around the world is to focus their efforts to be outstanding on a limited number of fields. The majority of higher education institutions thus have both high and low(er) performing departments. Ranking whole institutions blurs those differences, which in many cases are deliberate profiles based on strategic decisions of universities.[122]

This is a significant weakness in light of the fact that stakeholders, including prospective students and academics, are mainly interested in information about the relative strengths of individual departments in specific fields.[123]

These methodological issues have ideological ramifications. In broad terms there is concern about the extent to which league tables can have 'perverse effects' on the management and functioning of institutions as they seek to improve their ranking.[124] For example the

[118] CHERI, OU and Hobsons, *Counting What Is Measured or Measuring What Counts: League Tables and Their Impact on Higher Education Institutions in England* (Bristol: HEFCE, 2008), 31, 8.
[119] Marijk van der Wende, 'Towards a European Approach to Ranking' in *Paths to a World-Class University: Lessons from Practices and Experiences*, Nian Cai Liu, Qi Wang, and Ying Cheng (eds), (Rotterdam: Sense Publishers, 2011), 125–135 (128). As Van Vught *et al* have observed: 'The link between research and education has been debated for a long time in the higher education literature, but whatever the answer, it is clear that there is not an automatic, deterministic and positive relationship between indicators of research output and the student learning experience'. Frans A. van Vught, Don Westerheijden, and Frank Ziegele, 'Introduction: Towards a New Ranking Approach in Higher Education and Research' in Frans A. van Vught and Frank Ziegele (eds), *Multidimensional Ranking: The Design and Development of U-Multirank*, Higher Education Dynamics 37 (Dordrecht: Springer, 2012), 1–10 (4).
[120] See David Turner, 'Benchmarking in Universities: League Tables Revisited', *Oxford Review of Education* 31/3 (2005): 353–371.
[121] Marginson and van der Wende, 'To Rank or To Be Ranked', 321.
[122] CHERPA Network, *U-Multirank Interim Progress Report: Design Phase of the Project*, 18.
[123] *Ibid.*, 19. Federkeil *et al* note that: 'Policy-makers often limit themselves to the institutional level because it is at that level that they may make policy decisions, while field-based decisions are the prerogative of institutional management and academic experts (institutional autonomy and academic freedom might otherwise be jeopardised)'. Gero Federkeil, Frans A. van Vught, and Don Westerheijden, 'Chapter 3: Classifications and Rankings' in Van Vught and Ziegele (eds), *Multidimensional Ranking*, 25–38 (29).
[124] See David Dill and Maarja Soo, 'Academic Quality, League Tables, and Public Policy: A Cross-National Analysis of University Ranking Systems', *Higher Education* 49/4 (2005): 495–533; Ellen Hazelkorn, 'The Impact of League Tables and Ranking Systems on Higher Education Decision-Making', *Higher Education Management and Policy* 19/2 (2007): 81–105.

inclusion of entry-grades and degrees awarded as indicators not only ensures that the reputation of prestigious institutions is enhanced but potentially militates against equity of access to higher education. Marginson and van der Wende have observed that, in the United States, the 'perverse effects' of rankings 'from the public interest viewpoint' have included 'the manipulation of student entry to maximise student scores and refusal rates and the growth of merit-based student aid at the expense of needs-based aid'.[125] Moreover in respect of graduate recruitment, Morley and Aynsley suggest that:

> [Employers'] practice of relying on league tables as signifiers of quality and standards could be undermining widening participation initiatives in the sector if the HEIs where non-traditional students are most likely to be enrolled are not included in the Top 20 list.[126]

The dearth of indicators on institutions' community engagement and provision of flexible and work-based learning also militates against progress in these areas.[127] As van der Wende has suggested, in broad terms, the 'tendency towards vertical stratification' of institutions fuelled by rankings of research-intensive universities does not help to meet the rise in demand for higher education from an increasing diversity of students that the 'massification' of the sector has engendered,[128] and 'jeopardises the status of activities that universities undertake in other areas, such as undergraduate teaching, innovation, […] regional development, [and] lifelong learning'.[129]

That global rankings such as the ARWU are 'only possible in relation to one model of institution—that of the comprehensive research-intensive university'—has been widely remarked upon.[130] As Marginson and van der Wende comment, global rankings pay no heed to institutions' mission differentiation or to their socio-cultural, historical or linguistic specificity, but rather 'favour universities that are particularly strong in the sciences, favour universities from English-language nations because English is the language of research […], and favour universities from the United States because of nationally circular citation patterns'.[131] As Birnbaum remarks. 'in an era of globalisation, world-class has increasingly come to be synonymous with Western', which 'means science, research, and lots of money';[132] and, as Van Vught and Westerheijden have observed:

> The competitive framework [of rankings] creates a 'Matthew effect' (Matthew 13:12), i.e. a situation where already strong institutions are able to attract more resources from students (e.g. increase tuition fees), government agencies (e.g. research funding), and third parties, and thereby strengthen their market position even further.[133]

This has had the perverse effect of encouraging 'governments and HEIs to adopt simplistic solutions and to skew research agendas/priorities in order to increase research productivity […] and to better the position of HEIs in the rankings'.[134] As van der Wende has observed, rankings have incentivised governments to concentrate resources in research-intensive universities 'as a symbol of national achievement and prestige', with many countries, including

[125] Marginson and van der Wende, 'To Rank or To Be Ranked', 321.
[126] CHERI, OU and Hobsons, *Counting What is Measured*, 14. See Louise Morley and Sarah Aynsley, 'Employers, Quality and Standards in Higher Education: Shared Values and Vocabularies or Elitism and Inequalities?', *Higher Education Quarterly* 61/3: 229–249. See also Peter Lampl, 'Imbalance of Talent', *Times Higher Education Supplement*, 20th August 2004, 16. As noted by Federkeil *et al*, 'the Ecole des Mines ranking […] is explicity based on a single indicator of elite labour market success (the number of alumni holding a post of chief executive officer in one of the *Fortune* Global 500 companies'. Gero Federkeil, Frans A. van Vught, and Don F. Westerheijden, 'Chapter 4: An Evaluation and Critique of Rankings' in Van Vught and Ziegele (eds), *Multidimensional Ranking*, 39–70 (42). For the Ecole des Mines 'International Professional Classification of Higher Education Institutions' see http://www.mines-paristech.eu/About-us/Rankings/.
[127] CHERI, OU and Hobsons, *Counting What is Measured*, 51.
[128] Van der Wende, 'Rankings and Classifications in Higher Education', 49.
[129] Marijk van der Wende and Don Westerheijden, 'Rankings and Classifications: The Need for a Multidimensional Approach' in *Mapping the Higher Education Landscape: Towards a European Classification of Higher Education*, Frans A. van Vught (ed.), (Springer, 2009), 71–86 (71).
[130] Marginson and van der Wende, 'To Rank or To Be Ranked', 308.
[131] *Ibid.*, 311.
[132] Robert Birnbaum, 'No World-Class University Left Behind', *International Higher Education* 47 (Spring 2007): 7–9 (9).
[133] Frans A. van Vught and Don F. Westerheijden, 'Chapter 5: Impact of Rankings' in Van Vught and Ziegele (eds), *Multidimensional Ranking*, 71–81 (76). Van Vught and Westerheijden refer to the Gospel of Matthew 13:12: 'Whoever has will be given more, and they will have an abundance. Whoever does not have, even what they have will be taken from them.'
[134] Hazelkorn, 'Impact of Global Rankings', 11. Rauhvargers has endorsed this point remarking that 'one "unwanted consequence" of global league tables is that HEIs with other missions than that of being top research universities may have to re-justify their profile'. Rauhvargers, *Global University Rankings and Their Impact*, 13.

Denmark, the Netherlands, and the U.K., merging and consolidating institutions 'in order to create fewer, larger and stronger universities'.[135] She remarks, 'politicians in various countries now set targets as to how many universities should be listed in the worldwide top 20, 25, or 50' because 'just stating "we are world-class" or "we are a top international university" is no longer enough'.[136] Yet as Rauvargers notes:

> Due to the elitist approach applied in the methodologies of the global league tables, more than 16,000 of the world's universities will never obtain any rank in those rankings. Jamil Salmi's (2010) rhetorical question 'How many universities can be among the top 500?' and his answer 'five hundred' is unequivocal.[137]

As noted in section 1.1.1 above, the reliance of global rankings on databases of peer-reviewed journal articles results in their bias in favour of the sciences and basic research to the detriment of other disciplines with more disparate publication cultures and of applied research. That consequently, as Hazelkorn notes, 'there is little doubt that HEIs are considering the costs associated with remaining in fields/disciplines which are deemed less vital to their profile or [which] perform poorly on comparative indicators' is a lamentable, albeit arguably unintended, consequence of the hegemony of global rankings[138]—a view endorsed by Marginson and van der Wende who remark that 'while no hard data are yet available, it does appear likely that the Jiao Tong rankings have triggered a broad-based move to increased concentration on high science outputs so as to lift ranking positions'.[139]

The clear potential for the methodology underpinning the compilation of rankings to have ideological consequences for the higher education sector serves as an admonition to policy-makers charged with designing and implementing performance frameworks for higher education institutions. That it is vital 'to ensure a clear alignment between policy and indicators, with serious account taken of both the intended and the unintended consequences' is a *sine qua non* for the strategic development of the sector at national and international levels.[140]

1.2.2 THE EUROPEAN CONTEXT

[135] Van der Wende, 'Rankings and Classifications in Higher Education', 54, 56. Van der Wende refers to the formation of the 3TU.Federation—an alliance of 'the three leading universities of technology in the Netherlands—Delft University of Technology, Eindhoven University of Technology, and the University of Twente'—to optimise their capacity for research and knowledge-transfer (http://www.3tu.nl/en/); and to the merger in October 2004 of UMIST (the University of Manchester Institute of Science and Technology) and the Victoria University of Manchester in the U.K.. (See http://www.manchester.ac.uk/aboutus/facts/history/.) Van der Wende, 'Rankings and Classifications in Higher Education', 56.
[136] Van der Wende, 'Rankings and Classifications in Higher Education', 56. Van Vught and Westerheijden observe that: 'The changes in an institution's ranking position can have a major effect on the leadership of an institution. There are various examples of cases in which leaders' salary bonuses were directly linked to their institutions' position in the ranking (Jaschik, 2007), or in which administrators had to step down because of a negative ranking outcome, even though the drop in the ranking may have been caused by erroneous data'. Van Vught and Westerheijden, 'Chapter 5: Impact of Rankings', 72.
[137] Rauhvargers, *Global University Rankings and Their Impact*, 13. Rauvargers refers to Jamil Salmi's presentation, 'If Ranking is the Disease, is Benchmarking the Cure?', given at the 2010 IREG conference, 'The Academic Rankings: From Popularity to Reliability and Relevance' (6th–8th October 2010). See http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/547670-1128086743752/Berlin_Benchmarking_Oct2010.pdf.
[138] Hazelkorn, 'Impact of Global Rankings', 7.
[139] Marginson and van der Wende, 'Europeanisation, International Rankings and Faculty Mobility', 127.
[140] Hazelkorn, 'Impact of Global Rankings', 11–12.

The dominance of Anglo–American universities in global league tables, and the widespread criticism of the methodologies underpinning their creation, has led to the emergence of a number of important European initiatives to develop more equitable, transparent, and meaningful ranking systems and accountability mechanisms for the higher education sector.[141] These initiatives emphasise the importance of 'taking full respect of the diversity of cultures, languages, national education systems and university autonomy'—a principle neglected by research performance-focused global rankings.[142] As such they illustrate what Hazelkorn has described as 'the social-democratic model' of policy-making, as distinct from 'the neo-liberal model'—a dichotomy she defines as follows:

> The *neo-liberal model* aims to create greater reputational (vertical) differentiation using rankings as a free-market mechanism to drive the concentration of 'excellence' in a small number of research-intensive universities in order to compete globally. […] The *social-democratic model* aims to build a system of horizontally differentiated high-performing, globally focused institutions and student experiences.[143]

These new and emerging European ranking and accountability mechanisms therefore seek to measure the performance of higher education institutions, as complex and multi-faceted organisms, within the specificity of their historical, geographical, socio-cultural and linguistic contexts.[144] They celebrate diversity as a key strength of European higher education institutions with their 'different national and regional languages, cultures, educational systems, academic traditions, admissions systems, and even academic calendars'.[145]

Chief amongst these initiatives has been the publication in 2006 of the 'Berlin Principles on Ranking of Higher Education Institutions' by the International Ranking Expert Group (IREG)—a consortium established in 2002 comprising the UNESCO European Centre for Higher Education (UNESCO-CEPES) and the Institute for Higher Education Policy in Washington.[146] The 'Berlin Principles', which provide 'best practice' guidelines on the compilation of rankings of higher education institutions, state that rankings should be 'one of a number of diverse approaches to the assessment of higher education inputs, processes, and outputs'; that compilers should 'be clear about their purpose and their target groups'; that rankings should 'recognize the diversity of institutions and take the different missions and goals of institutions into account'; that they should 'specify the linguistic, cultural, economic, and historical contexts of the educational systems being ranked'; and 'measure outcomes in preference to inputs whenever possible'.[147] The 'Berlin Principles' also place great emphasis on the importance of ensuring the transparency of the methodologies utilised, the relevance and validity of the indicators chosen, and the quality and reliability of the data on which the rankings are based.

Also emanating from Germany, the rankings of higher education institutions in German-speaking countries produced by the Centrum für Hochschulentwicklung (Centre for Higher Education Development), (CHE) since 1998 and published by *Die Zeit*, have been widely recognised as an example of 'best practice'.[148] The CHE rankings are subject-based, multi-dimensional, and highly interactive; and, while catering primarily for the information needs of prospective students, they provide a range of different perspectives on the institutions ranked.[149]

[141] The SJTU's analysis of their 2013 ARWU shows that 52 of the top 100 universities are in the U.S.A. and 9 in the U.K.. See ARWU, 'Statistics', http://www.shanghairanking.com/ARWU-Statistics-2013.html.
[142] The Bologna Declaration (1999), quoted in CHERPA-Network, 'Design and Testing the Feasibility of a Multi-Dimensional Global University Ranking', 4.
[143] Hazelkorn, 'Impact of Global Rankings', 7. Hazelkorn cites Australia, Ireland and Norway as countries whose higher education policies exemplify the 'social-democratic model' insofar as they 'aim to support "excellence wherever it occurs" by supporting "good quality universities" across the country, using institutional compacts to drive clearer mission differentiation'. Hazelkorn, 'Impact of Global Rankings', 8. Van der Wende acknowledges the tension between horizontal diversification and vertical stratification at a macro-level within the European context, with the Lisbon Strategy aiming to enhance Europe's global competitiveness *vis-à-vis* the U.S. and Asia, and the Bologna Process stimulating the 'convergence of the two main types of higher education'—academic and vocational—in many countries. Van der Wende, 'Rankings and Classifications in Higher Education', 51.
[144] As Birnbaum remarks: 'As nations strengthen and diversify their institutions, their excellence should not be judged by how well they emulate the West but rather by how successfully they exploit their rich traditions and cultures so that their institutions develop their own unique character'. Birnbaum, 'No World-Class University Left Behind', 9.
[145] Van der Wende, 'Towards a European Approach to Ranking', 128.
[146] See http://www.ireg-observatory.org/.
[147] IREG, 'Berlin Principles on Ranking of Higher Education Institutions', http://www.ireg-observatory.org/index.php?option=com_content&task=view&id=41&Itemid=48.
[148] See www.che-ranking.de. While Marginson and van der Wende suggest, somewhat reservedly, that the CHE rankings most nearly meet 'the minimum design requirements' for a ranking system for higher education, they also acknowledge the Canadian-based Education Policy Institute's description of them as 'nothing short of brilliant'. Marginson and van der Wende, 'To Rank or To Be Ranked', 322–323.
[149] On the CHE rankings see Rauhvargers, *Global Rankings and their Impact*, 44–51.

Building on the 'Berlin Principles' and the work of the CHE, the European Commission-funded 'U-Multirank' is an international initiative to establish a user-driven, interactive, multi-dimensional transparency tool for the benchmarking of higher education institutions' performance by a range of stakeholders, including students, academics, and policy-makers.[150] Building on the European Commission-funded 'U-Map' project, which developed a multi-dimensional typology of European higher education institutions, U-Multirank does not provide a single ranking of institutions, but rather adopts an interactive 'user-driven' approach in which users select the indicators by which they wish to rank institutions.[151] This is in recognition of the fact that 'different actors need different information on different objects', and that 'multi-dimensionality is even required regarding one single target group' since, for example, 'prospective students may have very different motivations to go and study a certain programme in a certain location'.[152]

From 2009–2011 the Consortium for Higher Education and Research Performance Assessment (CHERPA), comprising five institutions who are leaders in the field, was supported by the European Commission to design and 'test the feasibility of a multi-dimensional ranking system on a sample of no less [*sic*] than 150 higher education and research institutions'.[153] The pilot of U-Multirank entailed the collection of self-reported institutional data from 157 participating institutions in 57 countries by means of on-line institutional, departmental, and student questionnaires, as well as the utilisation of data from existing databases of research outputs and patents.[154] Cognisant of the heterogeneity and mission diversity of higher education institutions around the world, institutional performance was analysed across the following five dimensions to generate institutional and field-based rankings:

- Teaching and learning;
- Research;
- Knowledge transfer;
- International orientation;
- Regional engagement.[155]

The decision to pilot field-based rankings, as well as institutional rankings, was taken in recognition of one of the main limitations of global rankings, which 'compare whole institutions across all fields, ignoring internal variance in qualities of specific academic fields within an institution'.[156]

Further to the conclusion of the pilot phase of U-Multirank, the implementation phase of the project is now underway, led by the CHERPA-Network and funded by the European Commission for a further 2–4 years. Further to the refinement of the data on which the rankings are based and the recruitment of institutions to generate critical mass, data collection took place during the latter half of 2013 as the basis for the first multi-dimensional rankings of at least 500 institutions from across Europe and beyond that will be made available via an open-access web-tool in early 2014. The first iteration of U-Multirank will include field-based rankings in mechanical engineering, electrical engineering, business and physics, with the inclusion of additional fields planned for the future.[157]

The U-Multirank project is among a number of European Commission-funded projects designed to enhance the transparency of higher education. These include the aforementioned U-Map project; the establishment of the Expert Group on Assessment of University-Based Research;[158] the EUMIDA project, which is seeking to develop a statistical infrastructure to facilitate the benchmarking and monitoring of

[150] See http://www.u-portal.org/u-multirank/ and Van Vught and Ziegele (eds), *Multidimensional Ranking: The Design and Development of U-Multirank*.
[151] See http://www.u-map.eu/.
[152] CHERPA Network, *U-Multirank Interim Progress Report: Design Phase of the Project*, 17.
[153] Frans van Vught and Frank Ziegele (eds), *U-Multirank: Design and Testing the Feasibility of a Multidimensional Global University Ranking: Final Report* (CHERPA-Network, June 2011), 15, http://ec.europa.eu/education/higher-education/doc/multirank_en.pdf. The CHERPA Network comprises CHEPS (University of Twente, Netherlands), CHE (Germany), CWTS (Leiden University, Netherlands), INCENTIM (Catholic University of Leuven, Belgium), and OST (France).
[154] Van Vught and Ziegele (eds), *U-Multirank: Design and Testing the Feasibility of a Multidimensional Global University Ranking: Final Report*, 22. The results of the pilot phase of U-Multirank were presented at a conference in Brussels on 9th June 2011. See *Idem*, 'The Making of U-Multirank: A New User-Driven, Multi-Dimensional and Multi-Level Tool in Higher Education and Research—and How we Got There', http://www.u-multirank.eu/Final%20Conference/UMR_final_conference_p1.pdf.
[155] Van Vught and Ziegele (eds), *U-Multirank: Design and Testing the Feasibility of a Multidimensional Global University Ranking: Final Report*, 18. The indicators on which institutional performance in each of the five dimensions was assessed in the pilot phase are detailed in Appendix 1 of this report.
[156] *Ibid.*, 18.
[157] See http://www.umultirank.org/our-project/.
[158] See Expert Group on Assessment of University-Based Research for European Commission, *Assessing Europe's University-Based Research*.

trends towards modernisation in European higher education by policy-makers;[159] and the E3M project, which measures higher education institutions' 'third mission' activities.[160] Other examples of good practice within Europe include the Dutch Studychoice123 (SK123), which is a multi-dimensional, field-based ranking designed specifically to cater for the information requirements of prospective students;[161] and the Leiden Ranking of University Research produced by the Centre for Science and Technology Studies (CWTS) of Leiden University, which 'aims at comparison of research institutions with impact measures that take the differences in disciplines into account'.[162]

The Webometrics produced bi-annually by the Spanish Ministry of Education's Consejo Superior de Investigaciones Cientificas (CSIC) provide some benchmarking of the web-presence of institutions, and of their provision of open-access research resources.[163] Drawing on Webometrics, the ranking of national higher education systems produced annually by Universitas 21, the global network of research-intensive universities, provides interesting comparative data on the relationship between the fiscal, policy and regulatory environments within which higher education institutions operate, and their system-level outcomes.[164] The 22 indicators on which the U21 Ranking is based are detailed in Appendix 9 of this report.

1.2.3 GOOD PRACTICE EMERGING FROM THE U.K.

In the U.K. there is increasing recognition of the challenges inherent in seeking to measure effectively the performance of higher education institutions, as large, complex and autonomous entities with their own developmental histories and missions covering teaching, research, and engagement. This has resulted in a range of initiatives including the development of a framework of KPIs for the evaluation of institutions' performance by the CUC.[165] This framework comprises ten high-level KPIs, generated from approximately sixty supporting KPIs, which are designed 'to assess all the aspects of institutional performance which are of fundamental concern to governors'.[166] The ten high-level KPIs include two 'super KPIs', which are 'highly aggregated performance indicators' on 'institutional sustainability' and 'academic profile and market position'—arguably 'the two most fundamental issues that concern governors, as any significant weakness or concern in either of those areas could threaten the future of the institution'.[167] These two top-level KPIs are underpinned by the following eight high-level KPIs 'covering all the main strategic aspects of institutional health':

- The student experience and teaching and learning;
- Research;
- Knowledge transfer and relationships;
- Financial health;
- Estates and infrastructure;
- Staff and human resource development;
- Governance, leadership and management;
- Institutional projects.[168]

The CUC suggest that these ten high-level KPIs form 'a coherent set' because they are all 'critical to the success of the institution', of high-level strategic interest to governors, 'relevant to all types of institution', and because 'they cover all the main areas of strategic activity and risk which governors need to monitor on a continuing basis'.[169] They emphasise that 'KPIs for governors should be derived by a "first principles" consideration of what governors need to review', some of which 'will be difficult to quantify, and may not be covered by existing institutional data or systems'.[170] This insight informs the CUC's 'top-down' approach to institutional monitoring which

> helps to ensure that important strategic issues can be covered in a balanced way, and reduces the risk that the availability of data, or ease of measurement, drives the agenda to the exclusion of more fundamental issues where quantitative measures are more difficult to define and apply.[171]

In the CUC's model the construction of the ten high-level KPIs is derived from a range of monitoring tools including self-assessment questionnaires, data from a range of sources, other numerical KPIs (such as league table rankings and R.A.E. scores), and broader contextual information on the institution within a sectoral or national context.[172] They stress the importance of recognising the mission differentiation of a sector that 'tends to divide into a small number of broad families of institutions (research-led, regional, professional and vocational, specialist, etc)' within which 'individual institutions position themselves to maximise their academic reputation and attractiveness to students, staff and funders'.[173] In a manner that is highly relevant in the context of Irish higher education policy, the CUC recommends that institutions should focus on monitoring those KPIs that are most closely related to their mission and strengths.

Following the publication of a HEFCE-commissioned report, *Understanding the Information Needs of Users of Public Information about Higher Education* (August 2010), all U.K. higher education institutions have, since 31st October 2012, been required to publish on their websites a Key Information Set (KIS) in respect of every undergraduate course, on offer from 2013–2014, that is QAA-accredited.[174] The KIS—'17 pieces of standardised and accessible data'[175]—provide information for students in each of the following areas:

[159] See http://www.eumida.org.
[160] See http://www.e3mproject.eu/index.html. The indicators used in the E3M project are detailed in Appendix 2 of this report.
[161] See www.studychoice123.nl.
[162] CHERPA Network, *U-Multirank Interim Progress Report: Design Phase of the Project* , 28. On the Leiden Ranking see www.cwts.nl/ranking and Rauvargers, *Global University Rankings and Their Impact*, 38–39.
[163] See http://www.webometrics.info/en.
[164] See Ross Williams, Gaetan de Rassenfosse, Paul Jensen, and Simon Marginson, *U21 Ranking of National Higher Education Systems 2013* (Birmingham: Universitas 21, 2013), http://www.universitas21.com/news/details/96/u21-ranking-of-national-higher-education-systems-2013.
[165] See *CUC Report on the Monitoring of Institutional Performance and the Use of Key Performance Indicators*; *Idem, CUC Report on the Implementation of Key Performance Indicators: Case Study Experience* (June 2008).
[166] *CUC Report on the Monitoring of Institutional Performance*, 1.
[167] *Ibid.*, 5.
[168] *Ibid.*, 5. The CUC include civic engagement activities under the 'knowledge transfer and relationships' KPI. The report states: 'Knowledge transfer extends beyond […] semi-commercial relationships into a much broader range of areas where universities […] interact with local and regional communities, often for no payment, in ways which contribute to local and regional economic, social, civic and cultural development with mutual benefits to both the universities and the communities they relate to'. *Ibid.*, 33.
[169] *Ibid.*, 5.
[170] *Ibid.*, 4.
[171] *Ibid.*, 4.
[172] *Ibid.*, 6.
[173] *Ibid.*, 2.
[174] See HEFCE, *Understanding the Information Needs of Users of Public Information about Higher Education: Report to HEFCE by Oakleigh Consulting and Staffordshire University* (Bristol: HEFCE, August 2010), https://www.hefce.ac.uk/media/hefce/content/pubs/2010/rd1210/rd12_10b.pdf. See also http://www.hefce.ac.uk/whatwedo/lt/publicinfo/kis/ and http://unistats.direct.gov.uk/find-out-more/key-information-set#kis.
[175] David Willetts, Address to Universities UK Spring Conference 2011, 25th February 2011, Woburn House, London, http://www.bis.gov.uk/news/speeches/david-willetts-uuk-spring-conference-2011.

- Study (including National Student Survey results and course information);
- Costs and financial support (including information on accommodation and fees);
- Employment and salary information (from the Destination of Leavers of Higher Education (DLHE) survey);
- Students' Union.[176]

This information is now publicly available on the recently re-launched Unistats website—the new, official course-comparison website for U.K. higher education—and via widgets on the course pages of universities' websites.[177]

Announcing the launch of the KIS, David Willetts remarked:

> One prerequisite for putting students at the heart of the system is to improve radically the information on offer to prospective students. The new Key Information Set and existing initiatives like Unistats and the National Student Survey are important here. Student Charters will be a step forward. But we need to go much further. Our goal should be to make as much information available as we can about different courses, different institutions and different outcomes and to let whoever wants to use this data do so in innovative ways. The best way to encourage improvements in the quality of information is to start using it in more transparent ways.[178]

The KIS therefore builds on the quality assurance mechanisms already operational in respect of higher education in the U.K. in order to enhance the accountability of universities and to better inform students about the various opportunities for higher education.

[176] HEFCE, 'Key Information Sets', http://www.hefce.ac.uk/whatwedo/lt/publicinfo/kis/ and http://unistats.direct.gov.uk/find-out-more/about-the-data/#delhe.
[177] See http://unistats.direct.gov.uk/. The Unistats website is jointly owned by the HEFCE, the Department for Employment and Learning, Northern Ireland (DELNI), and the Scottish Funding Council (SFC). (See http://www.hefce.ac.uk/whatwedo/lt/publicinfo/unistats/.)
[178] Willetts, Address to Universities UK Spring Conference 2011, 25th February 2011.

1.2.4 IRISH INITIATIVES

Within the context of the modernisation of Irish higher education over the past decade, there have been a number of initiatives which advance the development of a performance evaluation framework, two of which are detailed below.

The 'Strategic Planning and Decision Support' project was undertaken by the IUA on behalf of the university sector in Ireland in 2007–2008. Funded under Cycle 1 of the HEA's Strategic Innovation Fund (SIF), the project sought to establish a set of KPIs for the sector, as well as a framework for their implementation, which would be endorsed by all of the universities. Further to undertaking a comprehensive review of the performance management systems for higher education utilised across ten countries, the IUA hosted a series of workshops for representatives from the universities and for sectoral stakeholders at which KPIs in the following areas were collated:

- Estates / facilities;
- Library and information services;
- Research, innovation and commercialisation;
- Staff / HR;
- Teaching and learning;
- Student lifecycle;
- Finance;
- ICT / MIS;
- Planning and institutional research.

From the emergent draft list of *c.*200 indicators, 42 'headline indicators' were selected and defined to form 'a framework of credible and focused KPIs to be implemented within the higher education sector in Ireland'.[179] These are outlined in Appendix 10 of this report.

In recognition of the increasing momentum within Ireland to establish a framework for the evaluation of the research performance of higher education institutions, and in response to the concern of the humanities research community that such a framework would comprise 'a science-inspired system of bibliometrics', the RIA and the Irish Research Council for the Humanities and Social Sciences (IRCHSS) hosted a one-day

[179] Mazars, *Strategic Planning and Decision Support Project*, 6. The 'headline indicators' are detailed in the appendices of Mazars' report, and are listed in Appendix 10 of this report.

conference on 'Key Performance Indicators in Humanities Research in Ireland' (12th March 2009), at which academics and policy-makers discussed the identification of KPIs appropriate to the humanities.[180] The report of the meeting, *Developing Key Performance Indicators for the Humanities* (2009), presents 'a set of principles to guide the development of key performance indicators in the humanities', which emphasises that peer-review should be central to research assessment, which should be undertaken at the level of the discipline within an institution and which 'must be sensitive to the differences between disciplines and within sub-disciplines'.[181]

In fulfilment of the recommendation of the 2009 report for 'the Academy [to] encourage its network of humanities committees to engage with the process of identifying relevant performance indicators',[182] the RIA produced a second publication, *The Appropriateness of Key Performance Indicators to Research in Arts and Humanities Disciplines: Ireland's Contribution to the European Debate* (2011). This comprises 'a series of discipline-specific statements', written by senior academics across eleven disciplines, on 'current norms in relation to research outputs and activities, and the range of performance expected by the arts and humanities community itself of its early career and senior scholars'.[183] The report provides detailed information on the wide range of research outputs generated by these humanities disciplines, which debunks 'the popular perception of the lone humanities scholar working in splendid isolation engulfed by dusty archival materials'.[184] A selection of these outputs is detailed in the table below, which does not include the academic publication outputs—such as monographs, journal articles, reviews, conference proceedings, and editions—which are common to all disciplines in the arts and humanities.

[180] Royal Irish Academy and Irish Research Council for the Humanities and Social Sciences, *Developing Key Performance Indicators for the Humanities: A Report of a Meeting Convened by the Royal Irish Academy and the Irish Research Council for the Humanities and Social Sciences (12th March 2009)*, (Dublin: RIA and IRCHSS, 2009), 3.
[181] *Ibid.*, 11.
[182] *Ibid.*, 12.
[183] Royal Irish Academy, *The Appropriateness of Key Performance Indicators to Research in Arts and Humanities Disciplines: Ireland's Contribution to the European Debate* (Dublin: RIA, 2011), 2. The eleven disciplinary areas covered by the report are archaeology; Classical and Near Eastern studies; film and media studies; folklore studies; historical sciences; history of art; international affairs; literatures in English; modern languages, literary and cultural studies; musicology; and philosophy and ethics.
[184] *Ibid.*, 3.

Research Outputs in the Arts and Humanities	
Disciplinary Area	**Research Output**
Archaeology	Exhibitions and curatorial work
	Conservation and cultural heritage management
	Contributions to heritage policy
	Compilation of archives and databases
	Community engagement
	Media engagement
Film and Media Studies	Production of documentaries, fiction, experimental or animated films
	Screen-writing
	Digital media outputs
History of Art	Organising symposia and conferences
	Managing research grants
	Public lectures
	Curatorial work
	Exhibition catalogues
	Image databases
Literatures in English	Creative writing
	Participation in summer schools and literary festivals
	Service on literary prize committees
	Service on advisory boards of national committees and institutions
	Media engagement
Modern Languages, Literary and Cultural Studies	Supervision of Ph.D.s
	Holding office in learned societies / professional associations
	Organising international conferences
	Giving key-note addresses
	Refereeing for journals
	External examining duties
	Evaluating grant and scholarship applications
	Conference presentations and lectures
Musicology	Programme notes & CD sleeve notes
	Critical editions of previously unpublished manuscripts
	Computer-assisted models for music analysis
	Media engagement
	Community engagement
	Organisation of conferences
	Participation in learned societies
Music (performance & composition)	Public performance
	Transmission, publication, and recording of compositions

The report therefore clearly demonstrates the necessity for the assessment of research in the arts and humanities to acknowledge a wide range of creative outputs, such as musical compositions, recordings and performances; literary works of fiction; the compilation of archives and digital resources; and the curatorship of exhibitions. Whilst upholding the primacy of peer-review as the basis for evaluating research quality, the report acknowledges that 'the small size of the cohort of scholars in some disciplines means that anonymous peer reviewing and assessment is difficult to achieve'.[185] In particular it draws attention to the risk of marginalisation of specialist Irish disciplines and sub-disciplines which arises from 'the lack of acknowledgement of Irish-medium scholarship in international bibliographies and citation databases', as well as from the limited circulation of Irish journals and the imprints of small Irish publishing houses, for whom 'the requirement for peer review may be overly burdensome'.[186]

While emphasising the importance of the service of scholars in the arts and humanities to the wider community, and to the development of the profile of their discipline within Ireland, the report is premised on the recognition that 'a key challenge is to resolve the tension between assessing scholarly quality and the societal and cultural relevance of research'.[187] Arguably some of the research outputs identified in the report (and detailed in the table above) would best be assessed as indicators of researchers' and departments' civic engagement rather than as a measure of research productivity or quality.

1.3 CONCLUSION

The performance of Irish higher education institutions in established global university rankings has declined in recent years. In the 2010–2011 THE World University Rankings, two Irish universities were ranked in the top 100, with Trinity College Dublin (TCD) ranked 76th and University College Dublin (UCD) ranked 94th. However in 2011–2012 TCD's ranking dropped to 117th and UCD's to 159th, in 2012–2013 TCD was ranked 110th and UCD 187th, and in 2013–2014 TCD was ranked 129th and UCD 161st leaving no Irish university in the top 100.[188] Given that Thompson Reuters' National Citation Report (Ireland), University Science Indicators (ISI), and Global Comparisons data indicates an improvement in Irish universities' research performance since 2010, this decline would seem to be linked to the reputational damage incurred by Irish higher education institutions as a consequence of the economic crisis. This is further suggested by the fact that no Irish university features within the THE World Reputation Rankings 2013, which are wholly derived from the 'Academic Reputation Survey'.[189] It is also noteworthy that Ireland fares well in the THE ranking of universities that are less than 50 years' old, in which reduced weighting is given to the 'Academic Reputation Survey': in the 'THE 100 Under 50 Universities 2013' the National University of Ireland, Maynooth is ranked 74th and Dublin City University 84th.[190]

Ireland's strong performance in the *Nature* Publishing Index (NPI), 'which tracks the number and affiliations of primary research articles published in 18 *Nature*-branded journals' further suggests that it is Ireland's reputation that adversely affects its global positioning.[191] Ireland's ranking position in the NPI has risen from 30th in 2008 to 20th in 2012—a rise which the NPI attributes to the Irish Government's continued investment in research during this period.[192] Moreover, as the NPI note, 'if you count the number of published pieces in *Nature* as a proportion of the number of full-time researchers, Ireland ranks 8th in the world', and 'by that same measure for *Nature Immunology*, Ireland ranks first'.[193] Given the conflicting evidence presented in the international arena on the performance of the Irish higher education sector, there is clearly a strong imperative at national level to collate and present accurate and transparent data on the performance of Irish higher education institutions that is untainted by the preconceptions that inform global rankings.

It is through engagement with the national and supranational initiatives detailed in sections 1.2.2–1.2.4 of this report as they seek to address the limitations of the global rankings and performance metrics by which higher education institutions have been assessed to date, that an effective performance management framework can best be developed within the Irish context. Recognising that the rich diversity of Irish higher education institutions with their distinct missions is the foundation for the development of a coherent system of higher education in Ireland, the institutional profiles presented in section 2 of this report visualise the currently available data to provide an insight into institutional performance across all dimensions of the mission of the sector. While institutions are not ranked, their distinctive strengths and characteristics are profiled. Respectful of institutional autonomy, these profiles therefore aim to enhance the evidence-base for strategic performance management, both at institutional and sectoral levels, and they will be continually developed in partnership with institutions as new data sources, such as the Irish Survey of Student Engagement (ISSE) and the national survey of employers, become available.[194] As envisaged in the *National Strategy*, 'the collection of full, transparent and comparative data across the system […] will form the basis for enlightened engagement with the institutions' in respect of the alignment of institutional strategies and national priorities through the process of strategic dialogue.[195]

[185] *Ibid.*, 4.
[186] *Ibid.*, 5.
[187] RIA and IRCHSS, *Developing Key Performance Indicators for the Humanities*, 6.
[188] See http://www.timeshighereducation.co.uk/world-university-rankings/2013-14/world-ranking.

[189] See http://www.timeshighereducation.co.uk/world-university-rankings/2013/reputation-ranking.
[190] See http://www.timeshighereducation.co.uk/world-university-rankings/2013/one-hundred-under-fifty.
[191] See http://www.natureasia.com/en/publishing-index/global/supplement2012.
[192] Nature, *Nature Publishing Index 2012* (London: Macmillan, 2013), 25, http://www.natureasia.com/en/publishing-index/pdf/NPI2012_Global.pdf.
[193] *Ibid.*, 25.
[194] The report of the National Survey of Employers' Views of Irish Higher Education Outcomes, piloted in 2012 by the Irish Business and Employers Confederation (IBEC) on behalf of the HEA, is available at http://www.hea.ie/sites/default/files/national_employers_survey_pilot_report.pdf.
[195] DES, *National Strategy*, 14.

SECTION 2:

INITIAL PROFILING OF IRISH HIGHER EDUCATION

UNIVERSITIES







STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	20,147

Graduates

	No.	%
Undergraduate Graduates	18,860	57%
Postgraduate Graduates	14,205	43%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	0	0	0
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***71,321***	***5,591***	***76,912***
Diploma/Cert	493	2,530	3,023
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	68,612	1,959	70,571
Occasional	2,216	1,102	3,318
Postgraduate	***18,127***	***8,149***	***26,276***
Postgrad Diploma/Cert	2,953	2,713	5,666
Masters Taught (L9)	7,493	3,938	11,431
Masters Research (L9)	776	275	1,051
PhD (L10)	6,821	876	7,697
Occasional	84	347	431
Total Enrolments	**89,448**	**13,740**	**103,188**
Distance Education		2,849	2,849
E-Learning		6	6
In-Service Education		217	217
Total Enrols incl. Flexible Learning	**89,448**	**16,812**	**106,260**
Research (L9/10) FTE			17,635
Research (L9) FTE			8,173
Research (L10) FTE			7,259

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	0%	0%	0%
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***93%***	***7%***	***75%***
Diploma/Cert	16%	84%	4%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	97%	3%	92%
Occasional	67%	33%	4%
Postgraduate	***69%***	***31%***	***25%***
Postgrad Diploma/Cert	52%	48%	22%
Masters Taught (L9)	66%	34%	44%
Masters Research (L9)	74%	26%	4%
PhD (L10)	89%	11%	29%
Occasional	19%	81%	2%
Total Enrolments	**87%**	**13%**	**100%**
Distance Education			2.7%
E-Learning			0.0%
In-Service Education			0.2%
Total Enrols incl. Flexible Learning	**84%**	**16%**	**100%**
Research (L9/10) % FTE L8 and All PG			19.2%
Research (L9/10) % FTE L8 and All PG			8.9%
Research (L10) % FTE L8 and All PG			7.9%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	239	1%
Education Science	428	2%
Humanities & Arts	5,586	28%
Social Science, Business & Law	4,981	25%
Science	3,608	18%
Engineering, Manufacturing & Construction	1,485	7%
Agriculture & Veterinary	435	2%
Health & Welfare	2,881	14%
Services	26	0%
Combined	478	2%
Total	**20,147**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	2	0%
Education Science	324	4%
Humanities & Arts	1,300	17%
Social Science, Business & Law	1,314	17%
Science	2,453	32%
Engineering, Manufacturing & Construction	999	13%
Agriculture & Veterinary	176	2%
Health & Welfare	1,071	14%
Services	57	1%
Combined	1	0%
Total	**7,697**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	16,812	16%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	614	14%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		45%
from the institution's county and bordering counties		70%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	2,162	11%
Estimate: Entrants with Disability (EAS)	987	5%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	3,481	18%

INTERNATIONALISATION

International Students (Full-time)	No	%
(% of Full-time Enrolments)	10,139	11%
EU	3,414	34%
Non-EU	6,725	66%
Erasmus Students Outgoing (excl. work placements)	1,377	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	9%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.6
PRTLI Funding 2010 (in € 000)	42,208
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	3.2
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€26,521
IRCSET Funding 2010 per Academic Staff	€2,976
IRCHSS Funding 2010 per Academic Staff	€1,362
SFI Funding 2010 per Academic Staff	€18,180
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	57
Patent applications - all other areas except Ireland	222
Patents granted - Ireland only	13
Patents granted - all other areas except Ireland	67

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	235	
Spin-out companies created	68	
(FDR 2010)		
Level 8 Graduates in Employment		38%
Level 9/10 Graduates in Employment		67%

STAFF

	No.	%
Core Staff	**9,542**	**100%**
Academic Staff	4,287	45%
Support staff	5,255	55%
Contract Research & Specialist Staff	**4,159**	**100%**
Academic Staff	2,881	69%
Support staff	1,277	31%
Total Staff	**13,701**	**100%**
Total Academic	7,168	52%
Total Support	6,532	48%
Non-Academic/Academic Staff Ratio (Core)	1.2	
Student/Academic Staff Ratio (FTE/Core)	22.5	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	43%
40-54	41%
55 and above	17%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	95%
Full-time Academic Staff with PhD qualification	75%
All Academic Staff with Masters or higher qualification	67%
All Academic Staff with PhD qualification	51%

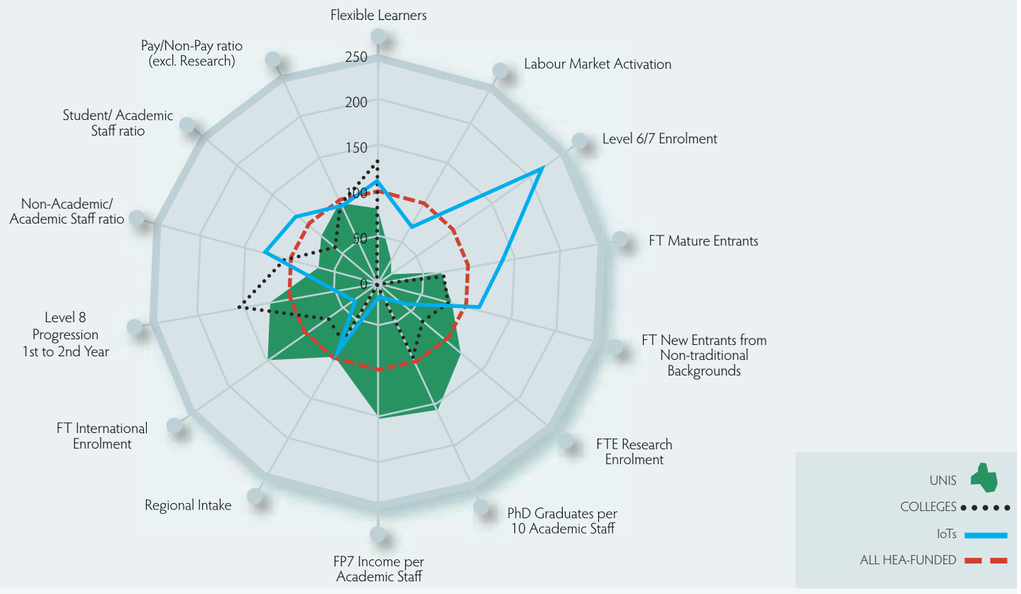
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**1,554,048**	**100%**
State Grants	444,670	29%
Fees	596,552	38%
Exchequer	294,680	19%
Non-Exchequer	301,872	19%
Research Grants & Contracts	402,356	26%
Other Income	110,470	7%
Total Expenditure	**1,542,275**	**100%**
Core - Pay	815,929	53%
Core - Non-Pay	326,613	21%
Research Grants & Contracts - Pay	218,782	14%
Research Grants & Contracts - Non-Pay	180,951	12%
Total Expenditure per Student (RGAM)[1]	**€15,057**	
Total Expenditure per Student (SRS)[2]	**€10,903**	
Exchequer/Non-Exchequer Fees Ratio	1.0	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.0	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.5	

SPACE

	m^2
Net Space per FTE Student	8.6
Gross Space per FTE Student	12.4

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



COLLEGES

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,883

Graduates

	No.	%
Undergraduate Graduates	2,167	57%
Postgraduate Graduates	1,619	43%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***7,827***	***704***	***8,531***
Diploma/Cert	0	377	377
Ordinary Degree (L7)	0	2	2
Honours Degree (L8)	7,827	179	8,006
Occasional	0	146	146
Postgraduate	***987***	***2,101***	***3,088***
Postgrad Diploma/Cert	360	1,255	1,615
Masters Taught (L9)	181	751	932
Masters Research (L9)	171	6	177
PhD (L10)	268	87	355
Occasional	7	2	9
Total Enrolments	**8,814**	**2,805**	**11,619**
Distance Education		202	202
E-Learning		0	0
In-Service Education		0	0
Total Enrols incl. Flexible Learning	**8,814**	**3,007**	**11,821**
Research & Taught (L9/10) FTE			1,042
Research (L9/10) FTE			486
Research (L10) FTE			312

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***92%***	***8%***	***73%***
Diploma/Cert	0%	100%	4%
Ordinary Degree (L7)	0%	100%	0%
Honours Degree (L8)	98%	2%	94%
Occasional	0%	100%	2%
Postgraduate	***32%***	***68%***	***27%***
Postgrad Diploma/Cert	22%	78%	52%
Masters Taught (L9)	19%	81%	30%
Masters Research (L9)	97%	3%	6%
PhD (L10)	75%	25%	11%
Occasional	78%	22%	0%
Total Enrolments	**76%**	**24%**	**100%**
Distance Education			1.7%
E-Learning			0.0%
In-Service Education			0.0%
Total Enrols incl. Flexible Learning	**75%**	**25%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			10.5%
Research (L9/10) % FTE L8 and All PG			4.9%
Research (L10) % FTE L8 and All PG			3.1%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	1,003	53%
Humanities & Arts	576	31%
Social Science, Business & Law	0	0%
Science	27	1%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	277	15%
Services	0	0%
Combined	0	0%
Total	**1,883**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	109	31%
Humanities & Arts	83	23%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	163	46%
Services	0	0%
Combined	0	0%
Total	**355**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	3,007	25%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		34%
from the institution's county and bordering counties		62%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	214	11%
Estimate: Entrants with Disability (EAS)	50	3%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	307	18%

INTERNATIONALISATION

	No	%
International Students (Full-time)	488	6%
(% of Full-time Enrolments)		
EU	78	16%
Non-EU	410	84%
Erasmus Students Outgoing (excl. work placements)	71	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	4%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.0
PRTLI Funding 2010 (in € 000)	2,950
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	N/A
IRCSET Funding 2010 per Academic Staff	€581
IRCHSS Funding 2010 per Academic Staff	€976
SFI Funding 2010 per Academic Staff	€9,961
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	11
Patent applications - all other areas except Ireland	11
Patents granted - Ireland only	1
Patents granted - all other areas except Ireland	4

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	6	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**758**	**100%**
Academic Staff	414	55%
Support staff	344	45%
Contract Research & Specialist Staff	**13**	**100%**
Academic Staff	2	17%
Support staff	11	83%
Total Staff	**772**	**100%**
Total Academic	416	54%
Total Support	355	46%
Non-Academic/Academic Staff Ratio (Core)	0.8	
Student/Academic Staff Ratio (FTE/Core)	24.7	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	27%
40-54	48%
55 and above	25%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

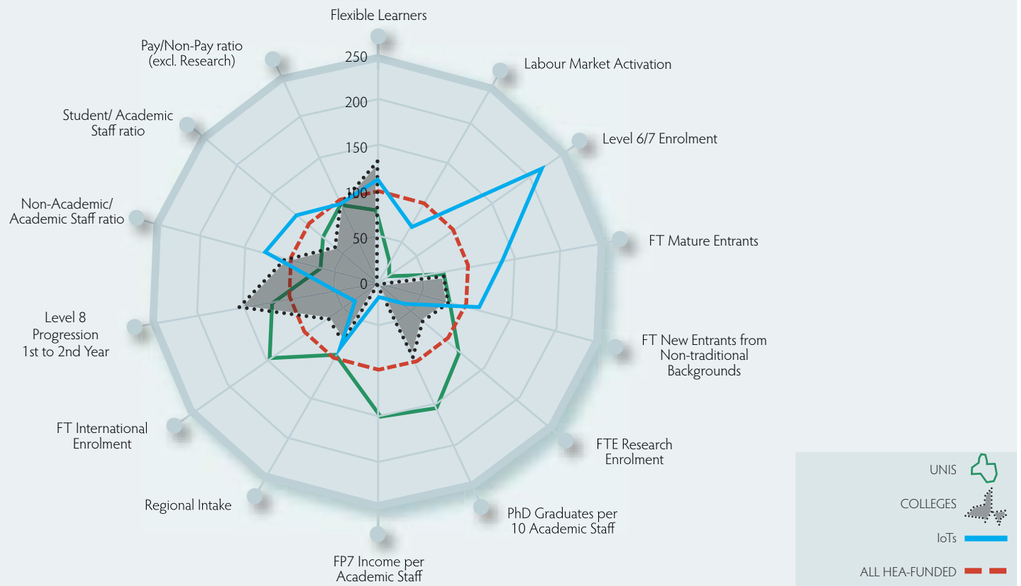
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**98,431**	**100%**
State Grants	47,888	49%
Fees	39,137	40%
Exchequer	23,697	24%
Non-Exchequer	15,440	16%
Research Grants & Contracts	4,224	4%
Other Income	7,182	7%
Total Expenditure	**97,040**	**100%**
Core - Pay	66,927	69%
Core - Non-Pay	25,964	27%
Research Grants & Contracts - Pay	2,705	3%
Research Grants & Contracts - Non-Pay	1,444	1%
Total Expenditure per Student (RGAM)[1]	**€10,126**	
Total Expenditure per Student (SRS)[2]	**€9,570**	
Exchequer/Non-Exchequer Fees Ratio	1.5	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.5	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6	

SPACE

	m^2
Net Space per FTE Student	8.5
Gross Space per FTE Student	11.6

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



INSTITUTES OF TECHNOLOGY



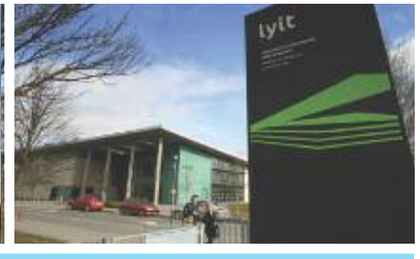












STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	18,719

Graduates

	No.	%
Undergraduate Graduates	19,074	89%
Postgraduate Graduates	2,297	11%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**659**	**9,403**	**10,062**
Foundation	563	54	617
FETAC Cert	6	159	165
FETAC Advanced Cert	90	9,190	9,280
of which are apprenticeships	0	8,837	8,837
Undergraduate	***60,119***	***12,885***	***73,004***
Diploma/Cert	6,112	2,544	8,656
Ordinary Degree (L7)	23,244	3,580	26,824
Honours Degree (L8)	30,479	2,818	33,297
Occasional	284	3,943	4,227
Postgraduate	***2,766***	***2,610***	***5,376***
Postgrad Diploma/Cert	307	383	690
Masters Taught (L9)	1,497	1,694	3,191
Masters Research (L9)	510	89	599
PhD (L10)	423	96	519
Occasional	29	348	377
Total Enrolments	**62,885**	**15,495**	**78,380**
Distance Education		1,085	1,085
E-Learning		595	595
In-Service Education		37	37
Total Enrols incl. Flexible Learning	**62,885**	**17,212**	**80,097**
Research (L9/10) FTE			3,370
Research (L9/10) FTE			1,026
Research (L10) FTE			471

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**7%**	**93%**	**100%**
Foundation	91%	9%	6%
FETAC Cert	4%	96%	2%
FETAC Advanced Cert	1%	99%	92%
of which are apprenticeships	0%	100%	88%
Undergraduate	***82%***	***18%***	***93%***
Diploma/Cert	71%	29%	12%
Ordinary Degree (L7)	87%	13%	37%
Honours Degree (L8)	92%	8%	46%
Occasional	7%	93%	6%
Postgraduate	***51%***	***49%***	***7%***
Postgrad Diploma/Cert	44%	56%	13%
Masters Taught (L9)	47%	53%	59%
Masters Research (L9)	85%	15%	11%
PhD (L10)	82%	18%	10%
Occasional	8%	92%	7%
Total Enrolments	**80%**	**20%**	**100%**
Distance Education			1.4%
E-Learning			0.7%
In-Service Education			0.0%
Total Enrols incl. Flexible Learning	**79%**	**21%**	**100%**
Research (L9/10) % FTE L8 and All PG			9.4%
Research (L9/10) % FTE L8 and All PG			2.9%
Research (L10) % FTE L8 and All PG			1.3%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	219	1%
Education Science	56	0%
Humanities & Arts	1,707	9%
Social Science, Business & Law	4,941	26%
Science	2,935	16%
Engineering, Manufacturing & Construction	3,321	18%
Agriculture & Veterinary	418	2%
Health & Welfare	2,577	14%
Services	2,545	14%
Combined	0	0%
Total	**18,719**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	11	2%
Education Science	4	1%
Humanities & Arts	65	13%
Social Science, Business & Law	88	17%
Science	209	40%
Engineering, Manufacturing & Construction	126	24%
Agriculture & Veterinary	0	0%
Health & Welfare	4	1%
Services	12	2%
Combined	0	0%
Total	**519**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	17,212	21%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	1,766	42%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		51%
from the institution's county and bordering counties		79%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	3,780	20%
Estimate: Entrants with Disability (EAS)	1,501	8%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	4,523	25%

INTERNATIONALISATION

	No	%
International Students (Full-time)	1,680	3%
(% of Full-time Enrolments)		
EU	612	36%
Non-EU	1,068	64%
Erasmus Students Outgoing (excl. work placements)	399	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	16%
Level 7	26%
Level 6	25%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.1
PRTLI Funding 2010 (in € 000)	9,638
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€3,417
IRCSET Funding 2010 per Academic Staff	€213
IRCHSS Funding 2010 per Academic Staff	€73
SFI Funding 2010 per Academic Staff	€695
TSR Funding 2010 per Academic Staff	€914

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	14
Patent applications - all other areas except Ireland	24
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	1

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	35	
Spin-out companies created	13	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**7,398**	**100%**
Academic Staff	4,571	62%
Support staff	2,827	38%
Contract Research & Specialist Staff	**816**	**100%**
Academic Staff	181	22%
Support staff	635	78%
Total Staff	**8,214**	**100%**
Total Academic	4,752	58%
Total Support	3,462	42%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	15.5	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	30%
40-54	50%
55 and above	20%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	83%
Full-time Academic Staff with PhD qualification	24%
All Academic Staff with Masters or higher qualification	82%
All Academic Staff with PhD qualification	21%

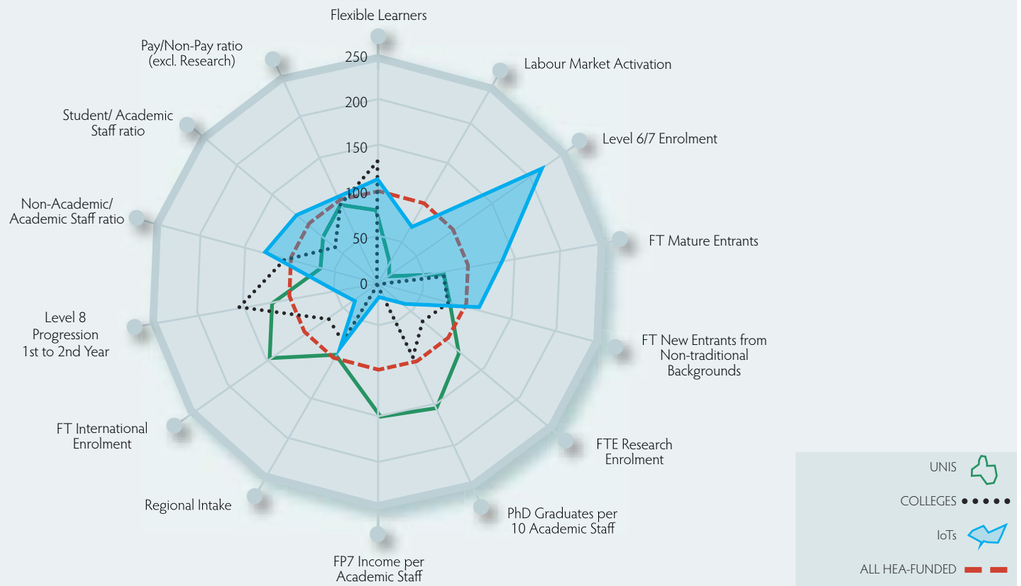
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**837,775**	**100%**
State Grants	389,833	47%
Fees	252,978	30%
Exchequer	105,898	13%
Non-Exchequer	147,080	18%
Research Grants & Contracts	75,587	9%
Other Income	119,377	14%
Total Expenditure	**796,297**	**100%**
Core - Pay	525,131	66%
Core - Non-Pay	195,234	25%
Research Grants & Contracts - Pay	38,374	5%
Research Grants & Contracts - Non-Pay	37,558	5%
Total Expenditure per Student (RGAM)[1]	**€10,491**	
Total Expenditure per Student (SRS)[2]	**€9,415**	
Exchequer/Non-Exchequer Fees Ratio	0.7	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.4	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.7	

SPACE

	m^2
Net Space per FTE Student	7.9
Gross Space per FTE Student	10.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



ALL HEA FUNDED INSTITUTIONS

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	40,749

Graduates

	No.	%
Undergraduate Graduates	40,101	69%
Postgraduate Graduates	18,121	31%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**659**	**9,403**	**10,062**
Foundation	563	54	617
FETAC Cert	6	159	165
FETAC Advanced Cert	90	9,190	9,280
of which are apprenticeships	0	8,837	8,837
Undergraduate	***139,267***	***19,180***	***158,447***
Diploma/Cert	6,605	5,451	12,056
Ordinary Degree (L7)	23,244	3,582	26,826
Honours Degree (L8)	106,918	4,956	111,874
Occasional	2,500	5,191	7,691
Postgraduate	***21,880***	***12,860***	***34,740***
Postgrad Diploma/Cert	3,620	4,351	7,971
Masters Taught (L9)	9,171	6,383	15,554
Masters Research (L9)	1,457	370	1,827
PhD (L10)	7,512	1,059	8,571
Occasional	120	697	817
Total Enrolments	**161,147**	**32,040**	**193,187**
Distance Education		4,136	4,136
E-Learning		601	601
In-Service Education		254	254
Total Enrols incl. Flexible Learning	**161,147**	**37,031**	**198,178**
Research (L9/10) FTE			22,046
Research (L9) FTE			9,684
Research (L10) FTE			8,042

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**7%**	**93%**	**100%**
Foundation	91%	9%	6%
FETAC Cert	4%	96%	2%
FETAC Advanced Cert	1%	99%	92%
of which are apprenticeships	0%	100%	88%
Undergraduate	***88%***	***12%***	***82%***
Diploma/Cert	55%	45%	8%
Ordinary Degree (L7)	87%	13%	17%
Honours Degree (L8)	96%	4%	71%
Occasional	33%	67%	5%
Postgraduate	***63%***	***37%***	***18%***
Postgrad Diploma/Cert	45%	55%	23%
Masters Taught (L9)	59%	41%	45%
Masters Research (L9)	80%	20%	5%
PhD (L10)	88%	12%	25%
Occasional	15%	85%	2%
Total Enrolments	**83%**	**17%**	**100%**
Distance Education			2.1%
E-Learning			0.3%
In-Service Education			0.1%
Total Enrols incl. Flexible Learning	**81%**	**19%**	**100%**
Research (L9/10) % FTE L8 and All PG			16.0%
Research (L9/10) % FTE L8 and All PG			7.0%
Research (L10) % FTE L8 and All PG			5.8%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	458	1%
Education Science	1,487	4%
Humanities & Arts	7,869	19%
Social Science, Business & Law	9,922	24%
Science	6,570	16%
Engineering, Manufacturing & Construction	4,806	12%
Agriculture & Veterinary	853	2%
Health & Welfare	5,735	14%
Services	2,571	6%
Combined	478	1%
Total	**40,749**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	13	0%
Education Science	437	5%
Humanities & Arts	1,448	17%
Social Science, Business & Law	1,402	16%
Science	2,662	31%
Engineering, Manufacturing & Construction	1,125	13%
Agriculture & Veterinary	176	2%
Health & Welfare	1,238	14%
Services	69	1%
Combined	1	0%
Total	**8,571**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	37,031	19%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	2,380	56%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		47%
from the institution's county and bordering counties		74%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	6,156	15%
Estimate: Entrants with Disability (EAS)	2,538	6%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	8,311	21%

INTERNATIONALISATION

	No	%
International Students (Full-time)		
(% of Full-time Enrolments)	12,307	8%
EU	4,104	33%
Non-EU	8,203	67%
Erasmus Students Outgoing (excl. work placements)	1,847	

TEACHING AND LEARNING

	%
Non-Progression Rate from 1st to 2nd Year	
Level 8	11%
Level 7	26%
Level 6	25%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.0
PRTLI Funding 2010 (in € 000)	54,795
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€17,469
IRCSET Funding 2010 per Academic Staff	€1,831
IRCHSS Funding 2010 per Academic Staff	€853
SFI Funding 2010 per Academic Staff	€11,167
TSR Funding 2010 per Academic Staff	€352

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	82
Patent applications - all other areas except Ireland	257
Patents granted - Ireland only	14
Patents granted - all other areas except Ireland	72

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	276	
Spin-out companies created	81	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**17,699**	**100%**
Academic Staff	9,272	52%
Support staff	8,427	48%
Contract Research & Specialist Staff	**4,988**	**100%**
Academic Staff	3,065	61%
Support staff	1,923	39%
Total Staff	**22,686**	**100%**
Total Academic	12,336	54%
Total Support	10,350	46%
Non-Academic/Academic Staff Ratio (Core)	0.9	
Student/Academic Staff Ratio (FTE/Core)	19.1	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	38%
40-54	44%
55 and above	18%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

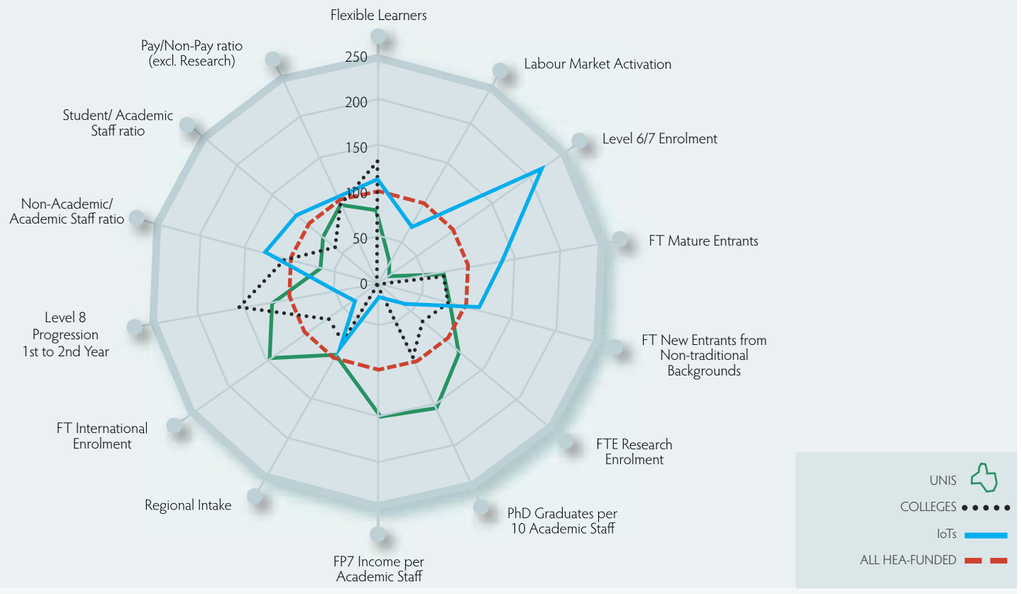
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**2,490,254**	**100%**
State Grants	882,391	35%
Fees	888,667	36%
Exchequer	424,275	17%
Non-Exchequer	464,392	19%
Research Grants & Contracts	482,167	19%
Other Income	237,029	10%
Total Expenditure	**2,435,612**	**100%**
Core - Pay	1,407,987	58%
Core - Non-Pay	547,811	22%
Research Grants & Contracts - Pay	259,861	11%
Research Grants & Contracts - Non-Pay	219,953	9%
Total Expenditure per Student (RGAM)[1]	**€12,996**	
Total Expenditure per Student (SRS)[2]	**€10,243**	
Exchequer/Non-Exchequer Fees Ratio	0.9	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.2	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6	

SPACE

	m^2
Net Space per FTE Student	8.0
Gross Space per FTE Student	11.3

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



UNIVERSITY COLLEGE DUBLIN

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	4,151

Graduates

	No.	%
Undergraduate Graduates	4,200	54%
Postgraduate Graduates	3,511	46%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***14,930***	***1,667***	***16,597***
Diploma/Cert	108	1,073	1,181
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	14,530	440	14,970
Occasional	292	154	446
Postgraduate	***4,524***	***2,479***	***7,003***
Postgrad Diploma/Cert	542	1,061	1,603
Masters Taught (L9)	2,192	1,088	3,280
Masters Research (L9)	167	46	213
PhD (L10)	1,623	120	1,743
Occasional	0	164	164
Total Enrolments	**19,454**	**4,146**	**23,600**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**19,454**	**4,146**	**23,600**
Research & Taught (L9/10) FTE			4,609
Research (L9/10) FTE			1,873
Research (L10) FTE			1,683

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***90%***	***10%***	***70%***
Diploma/Cert	9%	91%	7%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	97%	3%	90%
Occasional	65%	35%	3%
Postgraduate	***65%***	***35%***	***30%***
Postgrad Diploma/Cert	34%	66%	23%
Masters Taught (L9)	67%	33%	47%
Masters Research (L9)	78%	22%	3%
PhD (L10)	93%	7%	25%
Occasional	0%	100%	2%
Total Enrolments	**82%**	**18%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**82%**	**18%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			22.5%
Research (L9/10) % FTE L8 and All PG			9.1%
Research (L10) % FTE L8 and All PG			8.2%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	1,243	30%
Social Science, Business & Law	1,028	25%
Science	598	14%
Engineering, Manufacturing & Construction	311	7%
Agriculture & Veterinary	399	10%
Health & Welfare	572	14%
Services	0	0%
Combined	0	0%
Total	**4,151**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	36	2%
Humanities & Arts	245	14%
Social Science, Business & Law	268	15%
Science	510	29%
Engineering, Manufacturing & Construction	193	11%
Agriculture & Veterinary	176	10%
Health & Welfare	315	18%
Services	0	0%
Combined	0	0%
Total	**1,743**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	4,146	18%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	81	2%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		47%
from the institution's county and bordering counties		61%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	320	8%
Estimate: Entrants with Disability (EAS)	233	6%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	622	17%

INTERNATIONALISATION

International Students (Full-time) *(% of Full-time Enrolments)*	No	%
	2,945	15%
EU	1,038	35%
Non-EU	1,907	65%
Erasmus Students Outgoing (excl. work placements)	330	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	9%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.8
PRTLI Funding 2010 (in € 000)	6,870
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	4.4
Relative Citation Impact (World Average = 1)	1.3
FP7 Income 2007-2010 per Academic Staff	€29,986
IRCSET Funding 2010 per Academic Staff	€3,541
IRCHSS Funding 2010 per Academic Staff	€1,904
SFI Funding 2010 per Academic Staff	€20,228
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	20
Patent applications - all other areas except Ireland	61
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	11

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	35	
Spin-out companies created	9	
(FDR 2010)		
Level 8 Graduates in Employment		36%
Level 9/10 Graduates in Employment		62%

STAFF

	No.	%
Core Staff	**2,084**	**100%**
Academic Staff	944	45%
Support staff	1,140	55%
Contract Research & Specialist Staff	**894**	**100%**
Academic Staff	563	63%
Support staff	331	37%
Total Staff	**2,978**	**100%**
Total Academic	1,507	51%
Total Support	1,471	49%
Non-Academic/Academic Staff Ratio (Core)	1.2	
Student/Academic Staff Ratio (FTE/Core)	22.8	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	46%
40-54	37%
55 and above	17%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	89%
Full-time Academic Staff with PhD qualification	72%
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

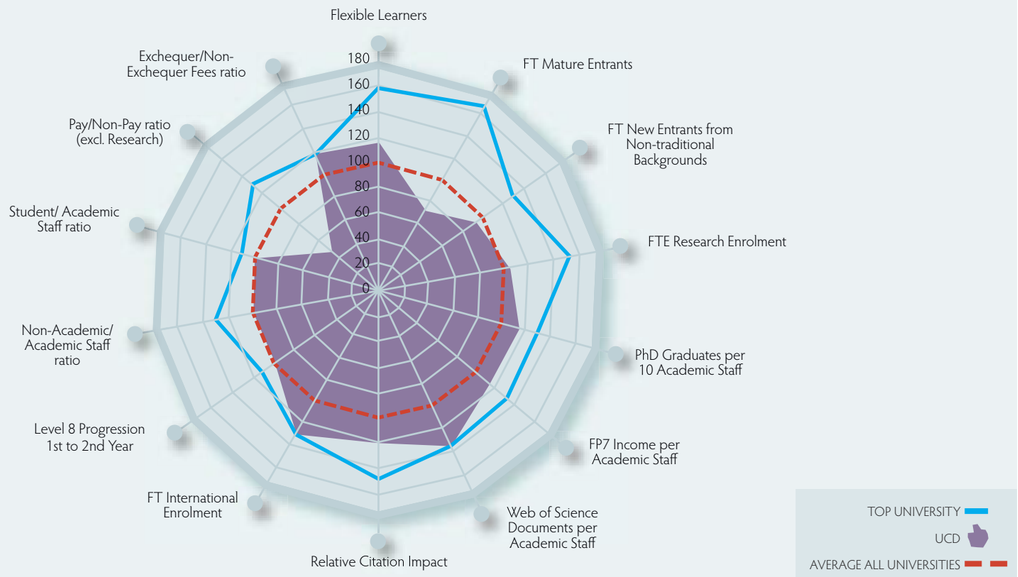
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**362,154**	**100%**
State Grants	116,287	32%
Fees	142,151	39%
Exchequer	62,315	17%
Non-Exchequer	79,836	22%
Research Grants & Contracts	84,816	23%
Other Income	18,900	5%
Total Expenditure	**358,004**	**100%**
Core - Pay	216,591	60%
Core - Non-Pay	56,597	16%
Research Grants & Contracts - Pay	28,166	8%
Research Grants & Contracts - Non-Pay	56,650	16%
Total Expenditure per Student (RGAM)[1]	**€15,211**	
Total Expenditure per Student (SRS)[2]	**€11,271**	
Exchequer/Non-Exchequer Fees Ratio	0.8	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.2	
Pay/Non-Pay Expenditure Ratio (excl. Research)	3.8	

SPACE

	m^2
Net Space per FTE Student	7.6
Gross Space per FTE Student	11.6

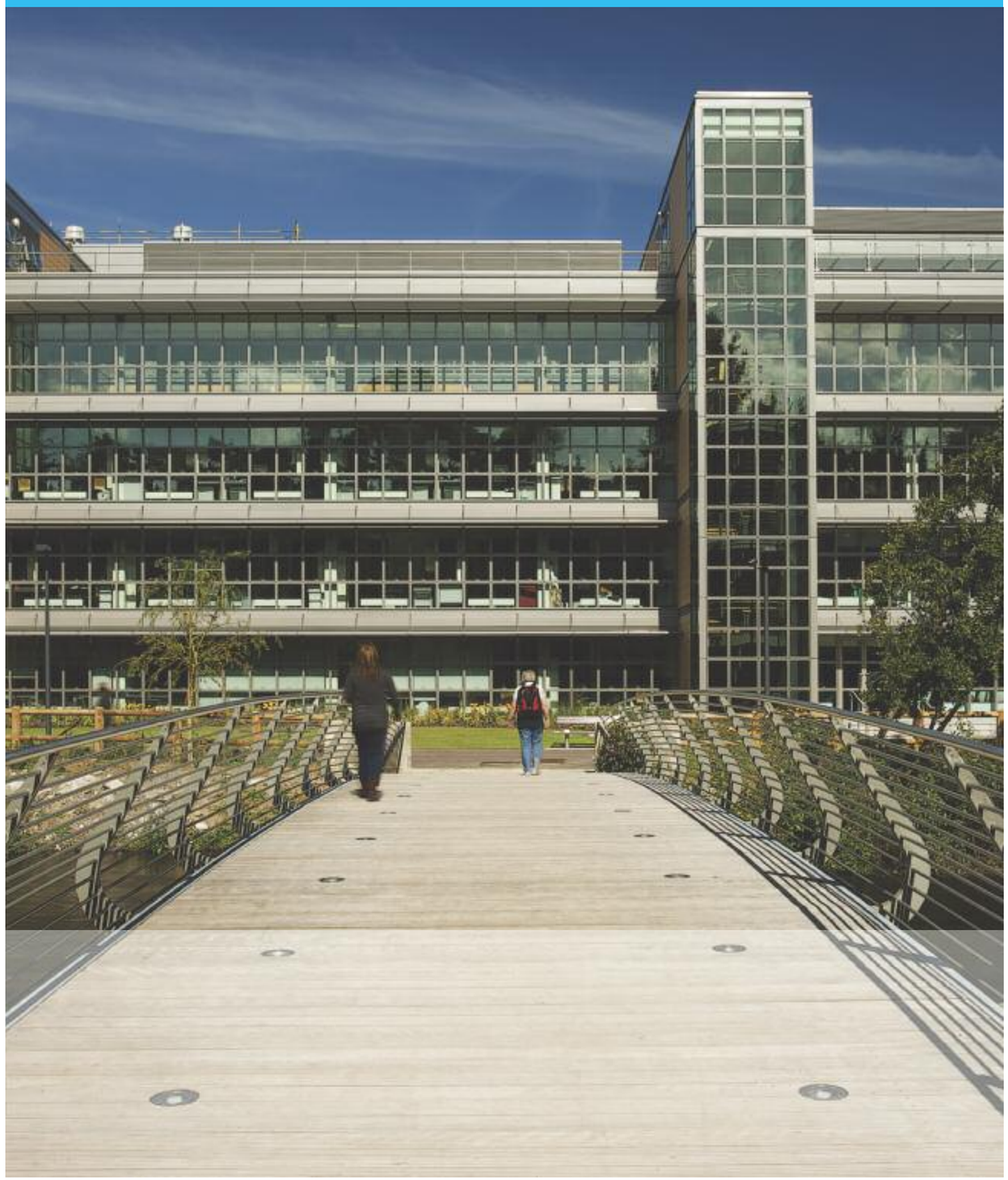
[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



UNIVERSITY COLLEGE CORK

ucc

Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland



STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	3,951

Graduates

	No.	%
Undergraduate Graduates	2,970	58%
Postgraduate Graduates	2,158	42%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***13,041***	***359***	***13,400***
Diploma/Cert	107	53	160
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	12,291	126	12,417
Occasional	643	180	823
Postgraduate	***2,938***	***879***	***3,817***
Postgrad Diploma/Cert	555	401	956
Masters Taught (L9)	1,139	336	1,475
Masters Research (L9)	132	59	191
PhD (L10)	1,056	76	1,132
Occasional	56	7	63
Total Enrolments	**15,979**	**1,238**	**17,217**
Distance Education		149	149
E-Learning		N/A	N/A
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**15,979**	**1,387**	**17,366**
Research & Taught (L9/10) FTE			2,563
Research (L9/10) FTE			1,256
Research (L10) FTE			1,094

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***97%***	***3%***	***78%***
Diploma/Cert	67%	33%	1%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	99%	1%	93%
Occasional	78%	22%	6%
Postgraduate	***77%***	***23%***	***22%***
Postgrad Diploma/Cert	58%	42%	25%
Masters Taught (L9)	77%	23%	39%
Masters Research (L9)	69%	31%	5%
PhD (L10)	93%	7%	30%
Occasional	89%	11%	2%
Total Enrolments	**93%**	**7%**	**100%**
Distance Education			0.9%
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**92%**	**8%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			16.3%
Research (L9/10) % FTE L8 and All PG			8.0%
Research (L10) % FTE L8 and All PG			7.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	47	1%
Humanities & Arts	1,103	28%
Social Science, Business & Law	832	21%
Science	681	17%
Engineering, Manufacturing & Construction	186	5%
Agriculture & Veterinary	2	0%
Health & Welfare	622	16%
Services	0	0%
Combined	478	12%
Total	**3,951**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	35	3%
Humanities & Arts	205	18%
Social Science, Business & Law	203	18%
Science	416	37%
Engineering, Manufacturing & Construction	154	14%
Agriculture & Veterinary	0	0%
Health & Welfare	119	11%
Services	0	0%
Combined	0	0%
Total	**1,132**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,387	8%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	33	1%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		62%
from the institution's county and bordering counties		89%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	364	9%
Estimate: Entrants with Disability (EAS)	201	6%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	618	19%

INTERNATIONALISATION

	No	%
International Students (Full-time)	1,561	10%
(% of Full-time Enrolments)		
EU	182	12%
Non-EU	1,379	88%
Erasmus Students Outgoing (excl. work placements)	170	

TEACHING AND LEARNING

	%
Non-Progression Rate from 1st to 2nd Year	
Level 8	9%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.3
PRTLI Funding 2010 (in € 000)	10,264
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	3.5
Relative Citation Impact (World Average = 1)	1.1
FP7 Income 2007-2010 per Academic Staff	€31,876
IRCSET Funding 2010 per Academic Staff	€2,948
IRCHSS Funding 2010 per Academic Staff	€1,308
SFI Funding 2010 per Academic Staff	€13,827
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	7
Patent applications - all other areas except Ireland	39
Patents granted - Ireland only	4
Patents granted - all other areas except Ireland	11

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	34	
Spin-out companies created	6	
(FDR 2010)		
Level 8 Graduates in Employment		39%
Level 9/10 Graduates in Employment		70%

STAFF

	No.	%
Core Staff	**1,714**	**100%**
Academic Staff	701	41%
Support staff	1,013	59%
Contract Research & Specialist Staff	**793**	**100%**
Academic Staff	519	65%
Support staff	274	35%
Total Staff	**2,507**	**100%**
Total Academic	1,220	49%
Total Support	1,287	51%
Non-Academic/Academic Staff Ratio (Core)	1.4	
Student/Academic Staff Ratio (FTE/Core)	23.7	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	37%
40-54	47%
55 and above	16%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	100%
Full-time Academic Staff with PhD qualification	66%
All Academic Staff with Masters or higher qualification	100%
All Academic Staff with PhD qualification	61%

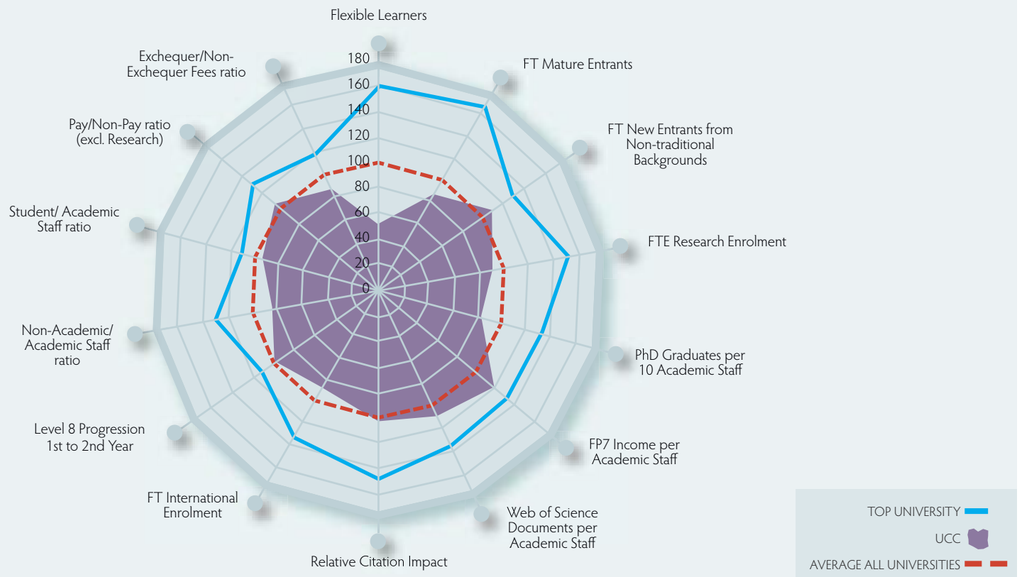
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**286,615**	**100%**
State Grants	79,790	28%
Fees	104,113	36%
Exchequer	54,370	19%
Non-Exchequer	49,743	17%
Research Grants & Contracts	70,333	25%
Other Income	32,379	11%
Total Expenditure	**285,868**	**100%**
Core - Pay	150,895	53%
Core - Non-Pay	64,702	23%
Research Grants & Contracts - Pay	51,697	18%
Research Grants & Contracts - Non-Pay	18,574	6%
Total Expenditure per Student (RGAM)[1]	**€16,106**	
Total Expenditure per Student (SRS)[2]	**€11,872**	
Exchequer/Non-Exchequer Fees Ratio	1.1	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.4	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.3	

SPACE

	m^2
Net Space per FTE Student	8.9
Gross Space per FTE Student	12.7

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



NATIONAL UNIVERSITY OF IRELAND, GALWAY

NUI Galway
OÉ Gaillimh

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	3,003

Graduates

	No.	%
Undergraduate Graduates	3,594	61%
Postgraduate Graduates	2,270	39%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***10,929***	***1,992***	***12,921***
Diploma/Cert	38	1,017	1,055
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	10,244	881	11,125
Occasional	647	94	741
Postgraduate	***2,804***	***754***	***3,558***
Postgrad Diploma/Cert	718	282	1,000
Masters Taught (L9)	1,138	361	1,499
Masters Research (L9)	81	28	109
PhD (L10)	867	83	950
Occasional	0	0	0
Total Enrolments	**13,733**	**2,746**	**16,479**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**13,733**	**2,746**	**16,479**
Research & Taught (L9/10) FTE			2,322
Research (L9/10) FTE			1,004
Research (L10) FTE			909

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***85%***	***15%***	***78%***
Diploma/Cert	4%	96%	8%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	92%	8%	86%
Occasional	87%	13%	6%
Postgraduate	***79%***	***21%***	***22%***
Postgrad Diploma/Cert	72%	28%	28%
Masters Taught (L9)	76%	24%	42%
Masters Research (L9)	74%	26%	3%
PhD (L10)	91%	9%	27%
Occasional	0%	0%	0%
Total Enrolments	**83%**	**17%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**83%**	**17%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			16.7%
Research (L9/10) % FTE L8 and All PG			7.2%
Research (L10) % FTE L8 and All PG			6.6%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	26	1%
Humanities & Arts	1,212	40%
Social Science, Business & Law	597	20%
Science	595	20%
Engineering, Manufacturing & Construction	263	9%
Agriculture & Veterinary	0	0%
Health & Welfare	284	9%
Services	26	1%
Combined	0	0%
Total	**3,003**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	2	0%
Education Science	0	0
Humanities & Arts	180	19%
Social Science, Business & Law	182	19%
Science	279	29%
Engineering, Manufacturing & Construction	162	17%
Agriculture & Veterinary	0	0%
Health & Welfare	145	15%
Services	0	0%
Combined	0	0%
Total	**950**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	2,746	17%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	116	3%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		38%
from the institution's county and bordering counties		68%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	347	12%
Estimate: Entrants with Disability (EAS)	91	3%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	613	20%

INTERNATIONALISATION

	No	%
International Students (Full-time)	1,986	14%
(% of Full-time Enrolments)		
EU	643	32%
Non-EU	1,343	68%
Erasmus Students Outgoing (excl. work placements)	204	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	9%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.2
PRTLI Funding 2010 (in € 000)	6,012
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	2.3
Relative Citation Impact (World Average = 1)	1.0
FP7 Income 2007-2010 per Academic Staff	€24,666
IRCSET Funding 2010 per Academic Staff	€2,480
IRCHSS Funding 2010 per Academic Staff	€1,099
SFI Funding 2010 per Academic Staff	€16,792
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	7
Patent applications - all other areas except Ireland	26
Patents granted - Ireland only	N/A
Patents granted - all other areas except Ireland	17

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	21	
Spin-out companies created	10	
(FDR 2010)		
Level 8 Graduates in Employment		32%
Level 9/10 Graduates in Employment		62%

STAFF

	No.	%
Core Staff	**1,551**	**100%**
Academic Staff	732	47%
Support staff	818	53%
Contract Research & Specialist Staff	**452**	**100%**
Academic Staff	413	91%
Support staff	39	9%
Total Staff	**2,003**	**100%**
Total Academic	1,146	57%
Total Support	857	43%
Non-Academic/Academic Staff Ratio (Core)	1.1	
Student/Academic Staff Ratio (FTE/Core)	20.6	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	44%
40-54	42%
55 and above	14%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	100%
Full-time Academic Staff with PhD qualification	84%
All Academic Staff with Masters or higher qualification	100%
All Academic Staff with PhD qualification	86%

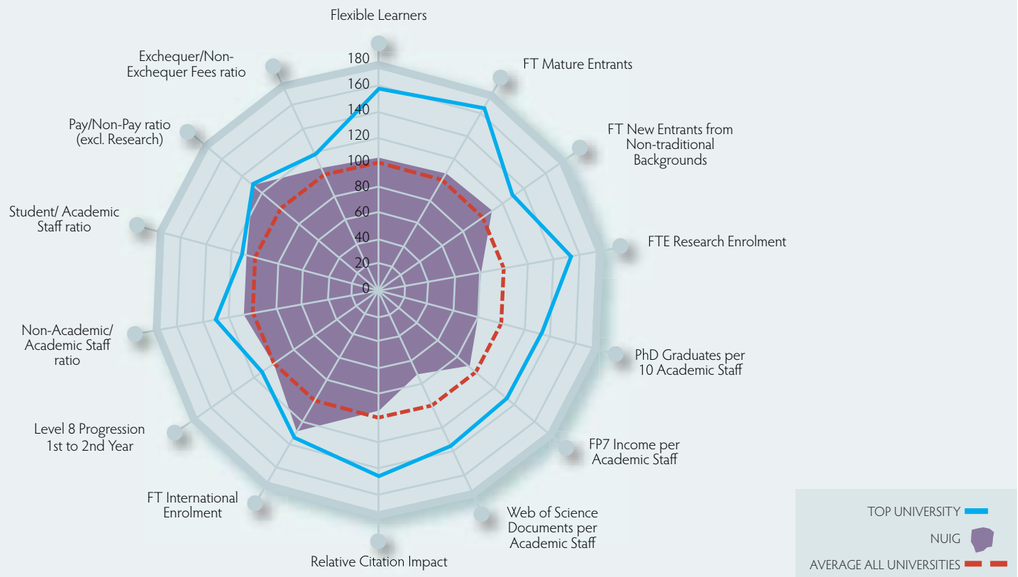
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**230,545**	**100%**
State Grants	65,179	28%
Fees	91,365	40%
Exchequer	43,377	19%
Non-Exchequer	47,988	21%
Research Grants & Contracts	53,313	23%
Other Income	20,688	9%
Total Expenditure	**227,765**	**100%**
Core - Pay	111,408	49%
Core - Non-Pay	63,044	28%
Research Grants & Contracts - Pay	28,095	12%
Research Grants & Contracts - Non-Pay	25,218	11%
Total Expenditure per Student (RGAM)[1]	**€14,169**	
Total Expenditure per Student (SRS)[2]	**€10,640**	
Exchequer/Non-Exchequer Fees Ratio	0.9	
Pay/Non-Pay Expenditure Ratio (incl. Research)	1.6	
Pay/Non-Pay Expenditure Ratio (excl. Research)	1.8	

SPACE

	m^2
Net Space per FTE Student	8.0
Gross Space per FTE Student	11.6

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



TRINITY COLLEGE DUBLIN

TRINITY COLLEGE DUBLIN
COLÁISTE NA TRÍONÓIDE, BAILE ÁTHA CLIATH
THE UNIVERSITY OF DUBLIN

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	3,019

Graduates

	No.	%
Undergraduate Graduates	2,303	47%
Postgraduate Graduates	2,552	53%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***11,231***	***261***	***11,492***
Diploma/Cert	123	98	221
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	10,890	62	10,952
Occasional	218	101	319
Postgraduate	***3,331***	***1,445***	***4,776***
Postgrad Diploma/Cert	458	346	804
Masters Taught (L9)	967	749	1,716
Masters Research (L9)	169	70	239
PhD (L10)	1,731	265	1,996
Occasional	6	15	21
Total Enrolments	**14,562**	**1,706**	**16,268**
Distance Education		1	1
E-Learning		N/A	N/A
In-Service Education		217	217
Total Enrols incl. Flexible Learning	**14,562**	**1,924**	**16,486**
Research & Taught (L9/10) FTE			3,409
Research (L9/10) FTE			2,068
Research (L10) FTE			1,864

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***98%***	***2%***	***71%***
Diploma/Cert	56%	44%	2%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	99%	1%	95%
Occasional	68%	32%	3%
Postgraduate	***70%***	***30%***	***29%***
Postgrad Diploma/Cert	57%	43%	17%
Masters Taught (L9)	56%	44%	36%
Masters Research (L9)	71%	29%	5%
PhD (L10)	87%	13%	42%
Occasional	29%	71%	0%
Total Enrolments	**90%**	**10%**	**100%**
Distance Education			0.0%
E-Learning			N/A
In-Service Education			1.3%
Total Enrols incl. Flexible Learning	**88%**	**12%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			22.8%
Research (L9/10) % FTE L8 and All PG			13.8%
Research (L10) % FTE L8 and All PG			12.4%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	239	8%
Education Science	43	1%
Humanities & Arts	618	20%
Social Science, Business & Law	657	22%
Science	497	16%
Engineering, Manufacturing & Construction	165	5%
Agriculture & Veterinary	0	0%
Health & Welfare	800	26%
Services	0	0%
Combined	0	0%
Total	**3,019**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	83	4%
Humanities & Arts	369	18%
Social Science, Business & Law	325	16%
Science	632	32%
Engineering, Manufacturing & Construction	167	8%
Agriculture & Veterinary	0	0%
Health & Welfare	420	21%
Services	0	0%
Combined	0	0%
Total	**1,996**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,924	12%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		52%
from the institution's county and bordering counties		67%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	295	10%
Estimate: Entrants with Disability (EAS)	195	7%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	391	14%

INTERNATIONALISATION

International Students (Full-time)	No	%
(% of Full-time Enrolments)	1,825	13%
EU	872	48%
Non-EU	953	52%
Erasmus Students Outgoing (excl. work placements)	246	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	8%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	2.1
PRTLI Funding 2010 (in € 000)	5,558
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	3.9
Relative Citation Impact (World Average = 1)	1.7
FP7 Income 2007-2010 per Academic Staff	€35,190
IRCSET Funding 2010 per Academic Staff	€3,048
IRCHSS Funding 2010 per Academic Staff	€1,622
SFI Funding 2010 per Academic Staff	€22,897
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	9
Patent applications - all other areas except Ireland	48
Patents granted - Ireland only	1
Patents granted - all other areas except Ireland	8

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	21	
Spin-out companies created	13	
(FDR 2010)		
Level 8 Graduates in Employment		45%
Level 9/10 Graduates in Employment		63%

STAFF

	No.	%
Core Staff	**1,752**	**100%**
Academic Staff	680	39%
Support staff	1,072	61%
Contract Research & Specialist Staff	**1,067**	**100%**
Academic Staff	680	64%
Support staff	387	36%
Total Staff	**2,819**	**100%**
Total Academic	1,360	48%
Total Support	1,459	52%
Non-Academic/Academic Staff Ratio (Core)	1.6	
Student/Academic Staff Ratio (FTE/Core)	22.7	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	44%
40-54	37%
55 and above	19%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	99%
Full-time Academic Staff with PhD qualification	82%
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

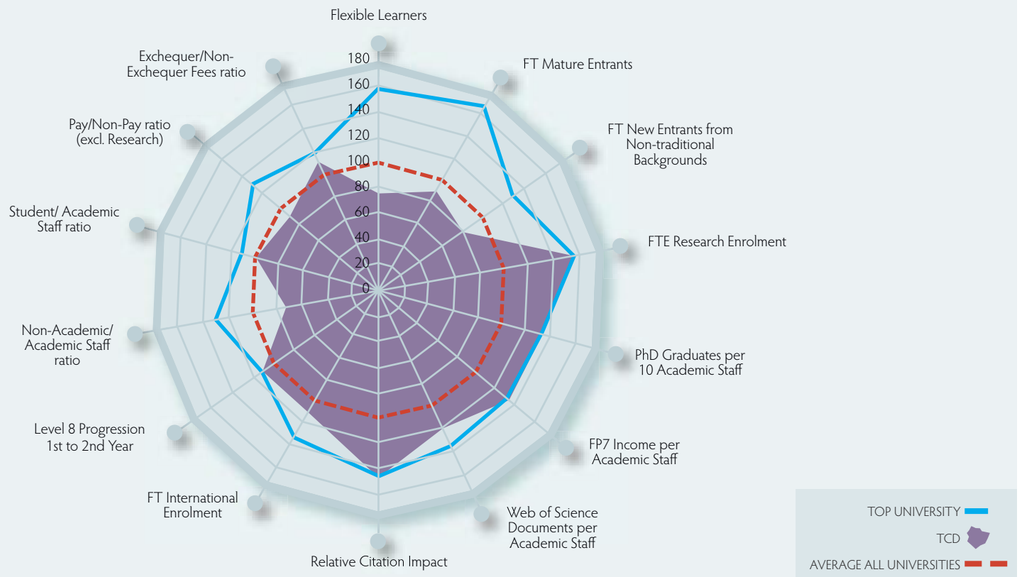
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**276,746**	**100%**
State Grants	73,931	27%
Fees	98,672	36%
Exchequer	45,853	17%
Non-Exchequer	52,819	19%
Research Grants & Contracts	81,977	30%
Other Income	22,166	8%
Total Expenditure	**276,567**	**100%**
Core - Pay	145,155	52%
Core - Non-Pay	51,997	19%
Research Grants & Contracts - Pay	46,245	17%
Research Grants & Contracts - Non-Pay	33,170	12%
Total Expenditure per Student (RGAM)[1]	**€16,595**	
Total Expenditure per Student (SRS)[2]	**€11,443**	
Exchequer/Non-Exchequer Fees Ratio	0.9	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.2	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.8	

SPACE

	m^2
Net Space per FTE Student	9.6
Gross Space per FTE Student	14.0

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



NATIONAL UNIVERSITY OF IRELAND, MAYNOOTH

NUI MAYNOOTH
Ollscoil na hÉireann Má Nuad

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,918

Graduates

	No.	%
Undergraduate Graduates	1,479	59%
Postgraduate Graduates	1,027	41%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***6,041***	***428***	***6,469***
Diploma/Cert	23	118	141
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	5,767	161	5,928
Occasional	251	149	400
Postgraduate	***1,274***	***579***	***1,853***
Postgrad Diploma/Cert	299	227	526
Masters Taught (L9)	518	231	749
Masters Research (L9)	60	5	65
PhD (L10)	375	59	434
Occasional	22	57	79
Total Enrolments	**7,315**	**1,007**	**8,322**
Distance Education		1,157	1,157
E-Learning		6	6
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**7,315**	**2,170**	**9,485**
Research (L9/10) FTE			1,101
Research (L9/10) FTE			467
Research (L10) FTE			405

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	0%	0%	0%
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***93%***	***7%***	***78%***
Diploma/Cert	16%	84%	2%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	97%	3%	92%
Occasional	63%	37%	6%
Postgraduate	***69%***	***31%***	***22%***
Postgrad Diploma/Cert	57%	43%	28%
Masters Taught (L9)	69%	31%	40%
Masters Research (L9)	92%	8%	4%
PhD (L10)	86%	14%	23%
Occasional	28%	72%	4%
Total Enrolments	**88%**	**12%**	**100%**
Distance Education			12.2%
E-Learning			0.1%
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**77%**	**23%**	**100%**
Research (L9/10) % FTE L8 and All PG			14.8%
Research (L9/10) % FTE L8 and All PG			6.3%
Research (L10) % FTE L8 and All PG			5.5%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	65	3%
Humanities & Arts	749	39%
Social Science, Business & Law	654	34%
Science	364	19%
Engineering, Manufacturing & Construction	53	3%
Agriculture & Veterinary	0	0%
Health & Welfare	33	2%
Services	0	0%
Combined	0	0%
Total	**1,918**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	50	12%
Humanities & Arts	102	24%
Social Science, Business & Law	80	18%
Science	178	41%
Engineering, Manufacturing & Construction	22	5%
Agriculture & Veterinary	0	0%
Health & Welfare	1	0%
Services	0	0%
Combined	1	0%
Total	**434**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	2,170	23%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		22%
from the institution's county and bordering counties		74%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	343	18%
Estimate: Entrants with Disability (EAS)	180	9%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	449	24%

INTERNATIONALISATION

	No	%
International Students (Full-time)	548	8%
(% of Full-time Enrolments)		
EU	203	37%
Non-EU	345	63%
Erasmus Students Outgoing (excl. work placements)	70	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	10%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	2.0
PRTLI Funding 2010 (in € 000)	3,668
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	2.6
Relative Citation Impact (World Average = 1)	1.0
FP7 Income 2007-2010 per Academic Staff	€9,857
IRCSET Funding 2010 per Academic Staff	€2,653
IRCHSS Funding 2010 per Academic Staff	€1,870
SFI Funding 2010 per Academic Staff	€14,320
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	5
Patent applications - all other areas except Ireland	3
Patents granted - Ireland only	2
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	15	
Spin-out companies created	6	
(FDR 2010)		
Level 8 Graduates in Employment		24%
Level 9/10 Graduates in Employment		59%

STAFF

	No.	%
Core Staff	**547**	**100%**
Academic Staff	260	47%
Support staff	287	53%
Contract Research & Specialist Staff	**202**	**100%**
Academic Staff	149	74%
Support staff	53	26%
Total Staff	**749**	**100%**
Total Academic	409	55%
Total Support	340	45%
Non-Academic/Academic Staff Ratio (Core)	1.1	
Student/Academic Staff Ratio (FTE/Core)	30.1	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	35%
40-54	50%
55 and above	15%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	98%
Full-time Academic Staff with PhD qualification	92%
All Academic Staff with Masters or higher qualification	96%
All Academic Staff with PhD qualification	88%

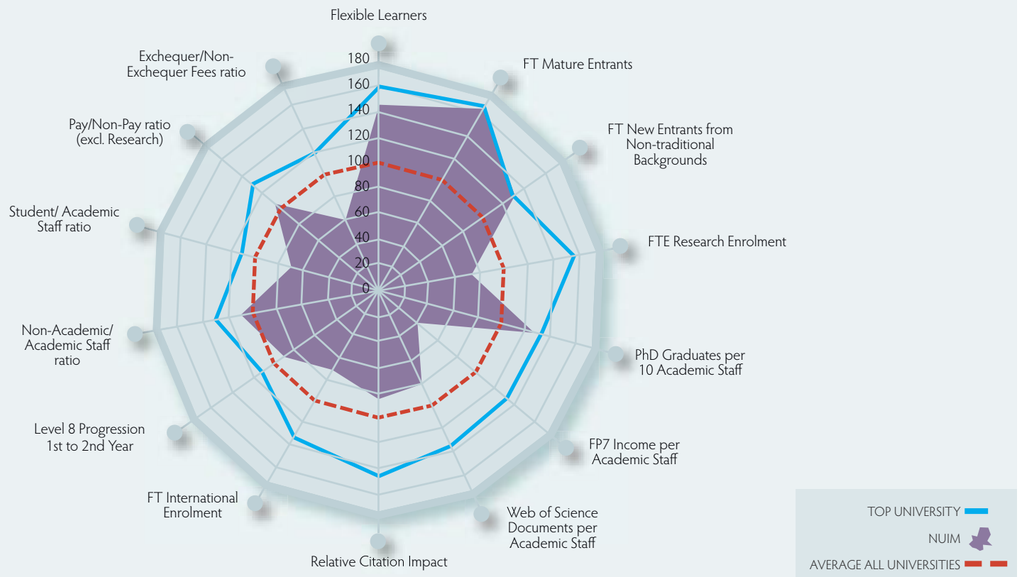
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**96,903**	**100%**
State Grants	26,536	27%
Fees	41,850	43%
Exchequer	24,130	25%
Non-Exchequer	17,720	18%
Research Grants & Contracts	23,533	24%
Other Income	4,984	5%
Total Expenditure	**96,700**	**100%**
Core - Pay	51,108	53%
Core - Non-Pay	22,059	23%
Research Grants & Contracts - Pay	14,515	15%
Research Grants & Contracts - Non-Pay	9,018	9%
Total Expenditure per Student (RGAM)[1]	**€11,809**	
Total Expenditure per Student (SRS)[2]	**€8,765**	
Exchequer/Non-Exchequer Fees Ratio	1.4	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.1	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.3	

SPACE

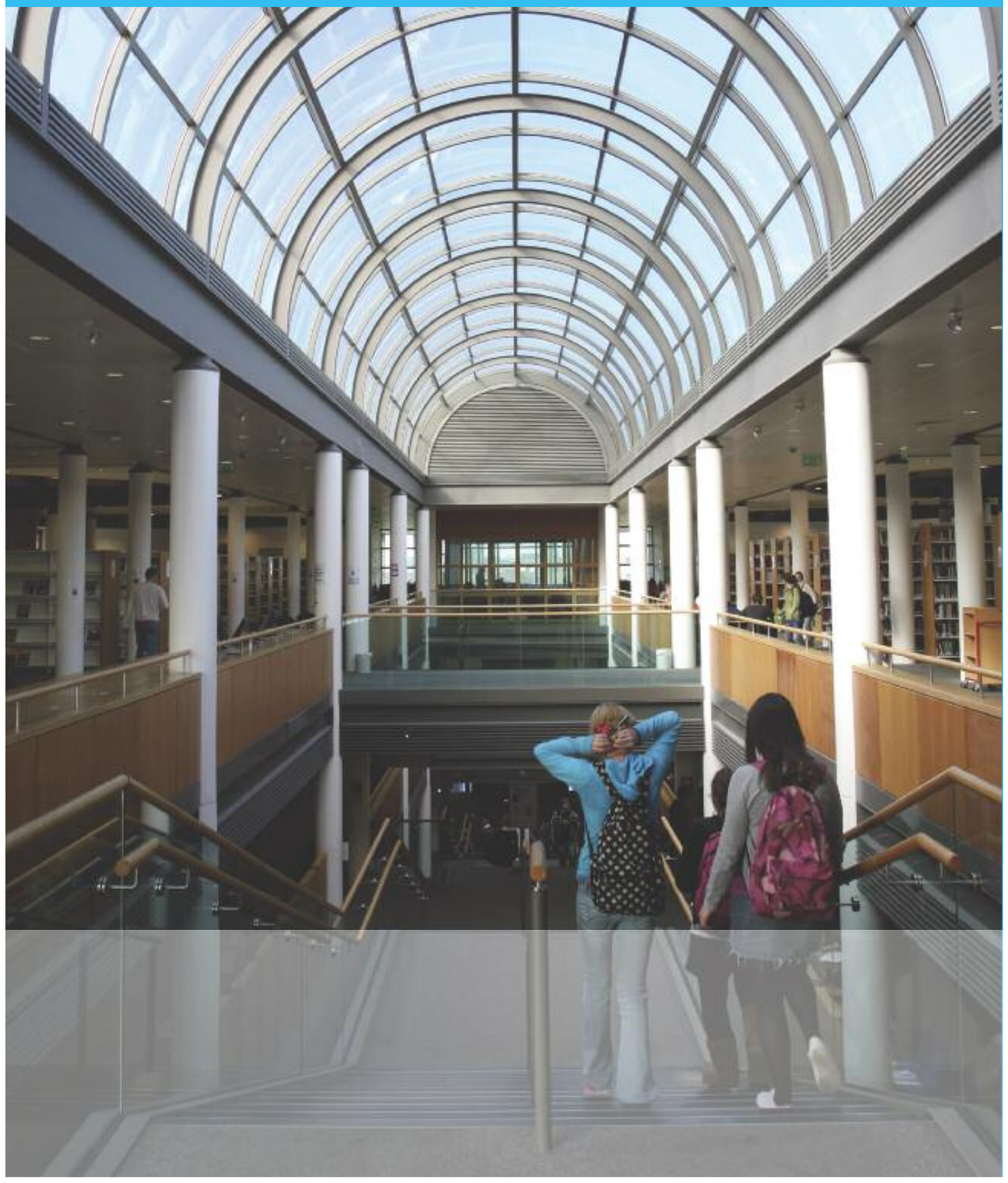
	m^2
Net Space per FTE Student	6.4
Gross Space per FTE Student	9.4

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



DUBLIN CITY UNIVERSITY

DCU



STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,898

Graduates

	No.	%
Undergraduate Graduates	1,528	51%
Postgraduate Graduates	1,448	49%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***6,673***	***513***	***7,186***
Diploma/Cert	38	4	42
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	6,470	85	6,555
Occasional	165	424	589
Postgraduate	***1,538***	***1,475***	***3,013***
Postgrad Diploma/Cert	103	264	367
Masters Taught (L9)	803	924	1,727
Masters Research (L9)	63	34	97
PhD (L10)	569	149	718
Occasional	0	104	104
Total Enrolments	**8,211**	**1,988**	**10,199**
Distance Education		755	755
E-Learning		N/A	N/A
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**8,211**	**2,743**	**10,954**
Research (L9/10) FTE			1,989
Research (L9/10) FTE			724
Research (L10) FTE			644

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***93%***	***7%***	***70%***
Diploma/Cert	90%	10%	1%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	99%	1%	91%
Occasional	28%	72%	8%
Postgraduate	***51%***	***49%***	***30%***
Postgrad Diploma/Cert	28%	72%	12%
Masters Taught (L9)	46%	54%	57%
Masters Research (L9)	65%	35%	3%
PhD (L10)	79%	21%	24%
Occasional	0%	100%	3%
Total Enrolments	**81%**	**19%**	**100%**
Distance Education			6.9%
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**75%**	**25%**	**100%**
Research (L9/10) % FTE L8 and All PG			22.6%
Research (L9/10) % FTE L8 and All PG			8.2%
Research (L10) % FTE L8 and All PG			7.3%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	102	5%
Humanities & Arts	299	16%
Social Science, Business & Law	616	32%
Science	446	23%
Engineering, Manufacturing & Construction	128	7%
Agriculture & Veterinary	0	0%
Health & Welfare	307	16%
Services	0	0%
Combined	0	0%
Total	**1,898**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	48	7%
Humanities & Arts	65	9%
Social Science, Business & Law	116	16%
Science	294	41%
Engineering, Manufacturing & Construction	133	19%
Agriculture & Veterinary	0	0%
Health & Welfare	62	9%
Services	0	0%
Combined	0	0%
Total	**718**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	2,743	25%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	292	7%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		48%
from the institution's county and bordering counties		64%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	228	12%
Estimate: Entrants with Disability (EAS)	0	0%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	356	19%

INTERNATIONALISATION

	No	%
International Students (Full-time)	803	10%
(% of Full-time Enrolments)		
EU	329	41%
Non-EU	474	59%
Erasmus Students Outgoing (excl. work placements)	69	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	11%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.2
PRTLI Funding 2010 (in € 000)	4,461
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	2.5
Relative Citation Impact (World Average = 1)	1.0
FP7 Income 2007-2010 per Academic Staff	€20,698
IRCSET Funding 2010 per Academic Staff	€3,075
IRCHSS Funding 2010 per Academic Staff	€508
SFI Funding 2010 per Academic Staff	€25,176
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	2
Patent applications - all other areas except Ireland	21
Patents granted - Ireland only	2
Patents granted - all other areas except Ireland	10

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	47	
Spin-out companies created	9	
(FDR 2010)		
Level 8 Graduates in Employment		46%
Level 9/10 Graduates in Employment		70%

STAFF

	No.	%
Core Staff	**875**	**100%**
Academic Staff	472	54%
Support staff	404	46%
Contract Research & Specialist Staff	**334**	**100%**
Academic Staff	264	79%
Support staff	70	21%
Total Staff	**1,209**	**100%**
Total Academic	735	61%
Total Support	474	39%
Non-Academic/Academic Staff Ratio (Core)	0.9	
Student/Academic Staff Ratio (FTE/Core)	19.5	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	49%
40-54	39%
55 and above	11%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	99%
Full-time Academic Staff with PhD qualification	77%
All Academic Staff with Masters or higher qualification	100%
All Academic Staff with PhD qualification	75%

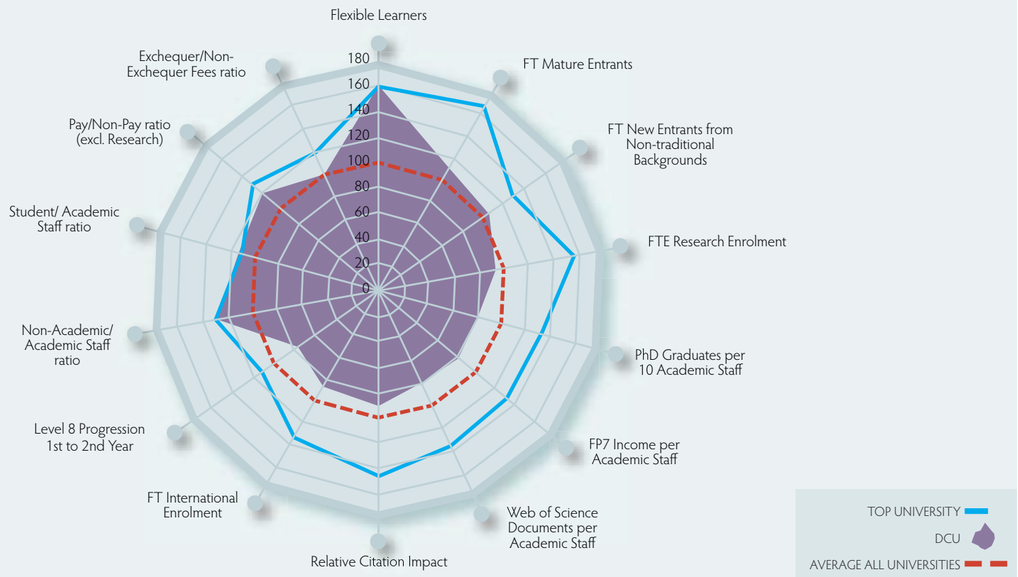
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**139,161**	**100%**
State Grants	34,289	25%
Fees	54,709	39%
Exchequer	27,309	20%
Non-Exchequer	27,400	20%
Research Grants & Contracts	45,851	33%
Other Income	4,312	3%
Total Expenditure	**139,068**	**100%**
Core - Pay	62,401	45%
Core - Non-Pay	30,816	22%
Research Grants & Contracts - Pay	29,800	21%
Research Grants & Contracts - Non-Pay	16,051	12%
Total Expenditure per Student (RGAM)[1]	**€15,090**	
Total Expenditure per Student (SRS)[2]	**€10,109**	
Exchequer/Non-Exchequer Fees Ratio	1.0	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.0	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.0	

SPACE

	m^2
Net Space per FTE Student	8.6
Gross Space per FTE Student	12.1

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



UNIVERSITY OF LIMERICK

UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	2,207

Graduates

	No.	%
Undergraduate Graduates	2,786	69%
Postgraduate Graduates	1,239	31%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***8,476***	***371***	***8,847***
Diploma/Cert	56	167	223
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	8,420	204	8,624
Occasional	0	0	0
Postgraduate	***1,718***	***538***	***2,256***
Postgrad Diploma/Cert	278	132	410
Masters Taught (L9)	736	249	985
Masters Research (L9)	104	33	137
PhD (L10)	600	124	724
Occasional	0	0	0
Total Enrolments	**10,194**	**909**	**11,103**
Distance Education		787	787
E-Learning		N/A	N/A
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**10,194**	**1,696**	**11,890**
Research & Taught (L9/10) FTE			1,643
Research (L9/10) FTE			783
Research (L10) FTE			662

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***96%***	***4%***	***80%***
Diploma/Cert	25%	75%	3%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	98%	2%	97%
Occasional	0%	0%	0%
Postgraduate	***76%***	***24%***	***20%***
Postgrad Diploma/Cert	68%	32%	18%
Masters Taught (L9)	75%	25%	44%
Masters Research (L9)	76%	24%	6%
PhD (L10)	83%	17%	32%
Occasional	0%	0%	0%
Total Enrolments	**92%**	**8%**	**100%**
Distance Education			6.6%
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**86%**	**14%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			15.6%
Research (L9/10) % FTE L8 and All PG			7.4%
Research (L10) % FTE L8 and All PG			6.3%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	145	7%
Humanities & Arts	362	16%
Social Science, Business & Law	597	27%
Science	427	19%
Engineering, Manufacturing & Construction	379	17%
Agriculture & Veterinary	34	2%
Health & Welfare	263	12%
Services	0	0%
Combined	0	0%
Total	**2,207**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	72	10%
Humanities & Arts	134	19%
Social Science, Business & Law	140	19%
Science	144	20%
Engineering, Manufacturing & Construction	168	23%
Agriculture & Veterinary	0	0%
Health & Welfare	9	1%
Services	57	8%
Combined	0	0%
Total	**724**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,696	14%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	92	2%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		26%
from the institution's county and bordering counties		70%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	265	12%
Estimate: Entrants with Disability (EAS)	87	4%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	432	20%

INTERNATIONALISATION

	No	%
International Students (Full-time)	471	5%
(% of Full-time Enrolments)		
EU	147	31%
Non-EU	324	69%
Erasmus Students Outgoing (excl. work placements)	288	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	9%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	1.2
PRTLI Funding 2010 (in € 000)	5,375
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	1.8
Relative Citation Impact (World Average = 1)	0.6
FP7 Income 2007-2010 per Academic Staff	€13,469
IRCSET Funding 2010 per Academic Staff	€2,610
IRCHSS Funding 2010 per Academic Staff	€880
SFI Funding 2010 per Academic Staff	€10,392
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	7
Patent applications - all other areas except Ireland	24
Patents granted - Ireland only	4
Patents granted - all other areas except Ireland	10

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	62	
Spin-out companies created	15	
(FDR 2010)		
Level 8 Graduates in Employment		45%
Level 9/10 Graduates in Employment		75%

STAFF

	No.	%
Core Staff	**1,019**	**100%**
Academic Staff	498	49%
Support staff	521	51%
Contract Research & Specialist Staff	**416**	**100%**
Academic Staff	293	70%
Support staff	123	30%
Total Staff	**1,436**	**100%**
Total Academic	791	55%
Total Support	644	45%
Non-Academic/Academic Staff Ratio (Core)	1.0	
Student/Academic Staff Ratio (FTE/Core)	21.4	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	41%
40-54	39%
55 and above	20%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	83%
Full-time Academic Staff with PhD qualification	61%
All Academic Staff with Masters or higher qualification	88%
All Academic Staff with PhD qualification	64%

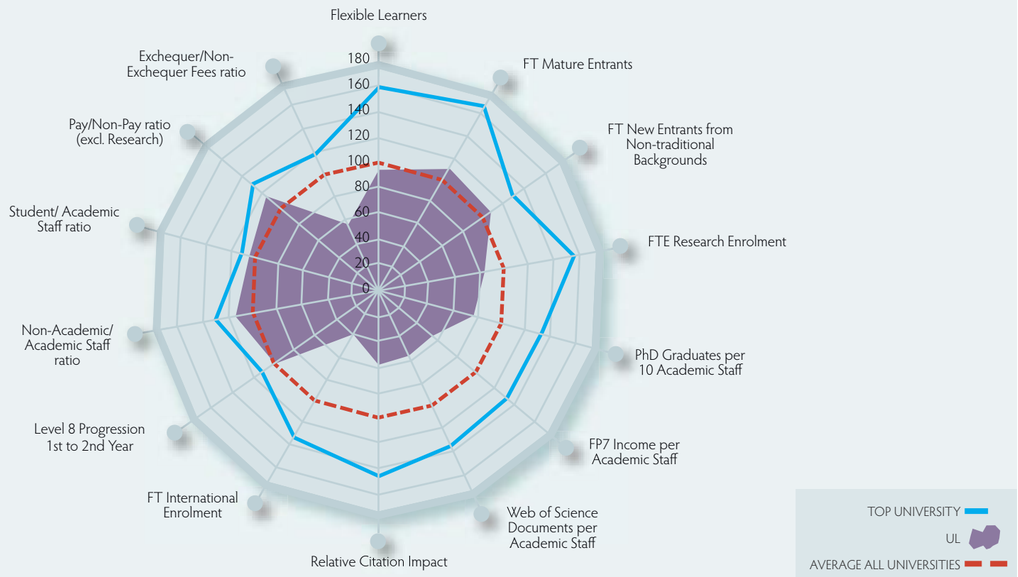
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**161,924**	**100%**
State Grants	48,658	30%
Fees	63,692	39%
Exchequer	37,326	23%
Non-Exchequer	26,366	16%
Research Grants & Contracts	42,533	26%
Other Income	7,041	4%
Total Expenditure	**158,303**	**100%**
Core - Pay	78,371	50%
Core - Non-Pay	37,398	24%
Research Grants & Contracts - Pay	20,264	13%
Research Grants & Contracts - Non-Pay	22,270	14%
Total Expenditure per Student (RGAM)[1]	**€14,474**	
Total Expenditure per Student (SRS)[2]	**€10,480**	
Exchequer/Non-Exchequer Fees Ratio	1.4	
Pay/Non-Pay Expenditure Ratio (incl. Research)	1.7	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.1	

SPACE

	m^2
Net Space per FTE Student	11.2
Gross Space per FTE Student	14.8

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



MARY IMMACULATE COLLEGE, LIMERICK

COLÁISTE MHUIRE GAN SMÁL
OLLSCOIL LUIMNIGH
MARY IMMACULATE COLLEGE
UNIVERSITY OF LIMERICK

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	661

Graduates

	No.	%
Undergraduate Graduates	674	68%
Postgraduate Graduates	319	32%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***2,502***	***9***	***2,511***
Diploma/Cert	0	9	9
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	2,502	0	2,502
Occasional	0	0	0
Postgraduate	***343***	***126***	***469***
Postgrad Diploma/Cert	172	34	206
Masters Taught (L9)	61	89	150
Masters Research (L9)	41	2	43
PhD (L10)	69	1	70
Occasional	0	0	0
Total Enrolments	**2,845**	**135**	**2,980**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**2,845**	**135**	**2,980**
Research & Taught (L9/10) FTE			217
Research (L9/10) FTE			112
Research (L10) FTE			70

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***100%***	***0%***	***84%***
Diploma/Cert	0%	100%	0%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	100%	0%	100%
Occasional	0%	0%	0%
Postgraduate	***73%***	***27%***	***16%***
Postgrad Diploma/Cert	83%	17%	44%
Masters Taught (L9)	41%	59%	32%
Masters Research (L9)	95%	5%	9%
PhD (L10)	99%	1%	15%
Occasional	0%	0%	0%
Total Enrolments	**95%**	**5%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**95%**	**5%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			7.5%
Research (L9/10) % FTE L8 and All PG			3.8%
Research (L10) % FTE L8 and All PG			2.4%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	448	68%
Humanities & Arts	186	28%
Social Science, Business & Law	0	0%
Science	27	4%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**661**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	19	27%
Humanities & Arts	51	73%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**70**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	135	5%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		23%
from the institution's county and bordering counties		81%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	58	9%
Estimate: Entrants with Disability (EAS)	6	1%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	121	18%

INTERNATIONALISATION

International Students (Full-time) *(% of Full-time Enrolments)*	No	%
	11	0%
EU	7	64%
Non-EU	4	36%
Erasmus Students Outgoing (excl. work placements)	22	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	5%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.6
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€0
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€2,442
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	N/A
Patent applications - all other areas except Ireland	N/A
Patents granted - Ireland only	N/A
Patents granted - all other areas except Ireland	N/A

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	N/A	
Spin-out companies created	N/A	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**255**	**100%**
Academic Staff	127	50%
Support staff	128	50%
Contract Research & Specialist Staff	**8**	**100%**
Academic Staff	0	0%
Support staff	8	100%
Total Staff	**264**	**100%**
Total Academic	127	48%
Total Support	136	52%
Non-Academic/Academic Staff Ratio (Core)	1.0	
Student/Academic Staff Ratio (FTE/Core)	22.9	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	27%
40-54	47%
55 and above	26%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

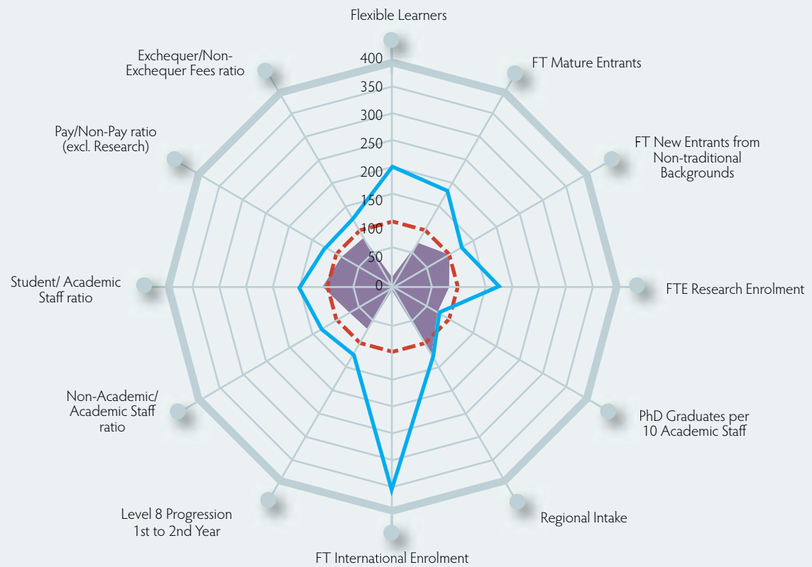
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**37,454**	**100%**
State Grants	17,825	48%
Fees	15,234	41%
Exchequer	9,693	26%
Non-Exchequer	5,541	15%
Research Grants & Contracts	1,873	5%
Other Income	2,522	7%
Total Expenditure	**36,428**	**100%**
Core - Pay	25,685	71%
Core - Non-Pay	8,870	24%
Research Grants & Contracts - Pay	1,392	4%
Research Grants & Contracts - Non-Pay	481	1%
Total Expenditure per Student (RGAM)[1]	**€9,293**	
Total Expenditure per Student (SRS)[2]	**€8,650**	
Exchequer/Non-Exchequer Fees Ratio	1.7	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.9	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.9	

SPACE

	m^2
Net Space per FTE Student	6.1
Gross Space per FTE Student	9.3

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



ST PATRICK'S COLLEGE, DRUMCONDRA

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	616

Graduates

	No.	%
Undergraduate Graduates	569	59%
Postgraduate Graduates	396	41%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***1,838***	***0***	***1,838***
Diploma/Cert	0	0	0
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	1,838	0	1,838
Occasional	0	0	0
Postgraduate	***143***	***613***	***756***
Postgrad Diploma/Cert	143	363	506
Masters Taught (L9)	0	167	167
Masters Research (L9)	0	3	3
PhD (L10)	0	80	80
Occasional	0	0	0
Total Enrolments	**1,981**	**613**	**2,594**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**1,981**	**613**	**2,594**
Research & Taught (L9/10) FTE			125
Research (L9/10) FTE			42
Research (L10) FTE			40

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***100%***	***0%***	***71%***
Diploma/Cert	0%	0%	0%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	100%	0%	100%
Occasional	0%	0%	0%
Postgraduate	***19%***	***81%***	***29%***
Postgrad Diploma/Cert	28%	72%	67%
Masters Taught (L9)	0%	100%	22%
Masters Research (L9)	0%	100%	0%
PhD (L10)	0%	100%	11%
Occasional	0%	0%	0%
Total Enrolments	**76%**	**24%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**76%**	**24%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			5.5%
Research (L9/10) % FTE L8 and All PG			1.8%
Research (L10) % FTE L8 and All PG			1.7%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	424	69%
Humanities & Arts	192	31%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**616**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	80	100%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**80**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	613	24%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		23%
from the institution's county and bordering counties		37%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	69	11%
Estimate: Entrants with Disability (EAS)	8	1%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	121	20%

INTERNATIONALISATION

	No	%
International Students (Full-time)	1	0%
(% of Full-time Enrolments)		
EU	1	100%
Non-EU	0	0%
Erasmus Students Outgoing (excl. work placements)	14	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	3%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.5
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€1,223
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€549
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	N/A
Patent applications - all other areas except Ireland	N/A
Patents granted - Ireland only	N/A
Patents granted - all other areas except Ireland	N/A

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	N/A	
Spin-out companies created	N/A	
(FDR 2010)		
Level 8 Graduates in Employment		75%
Level 9/10 Graduates in Employment		79%

STAFF

	No.	%
Core Staff	**211**	**100%**
Academic Staff	136	65%
Support staff	75	35%
Contract Research & Specialist Staff	**4**	**100%**
Academic Staff	2	61%
Support staff	2	39%
Total Staff	**214**	**100%**
Total Academic	138	65%
Total Support	76	35%
Non-Academic/Academic Staff Ratio (Core)	0.5	
Student/Academic Staff Ratio (FTE/Core)	16.8	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	19%
40-54	56%
55 and above	26%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

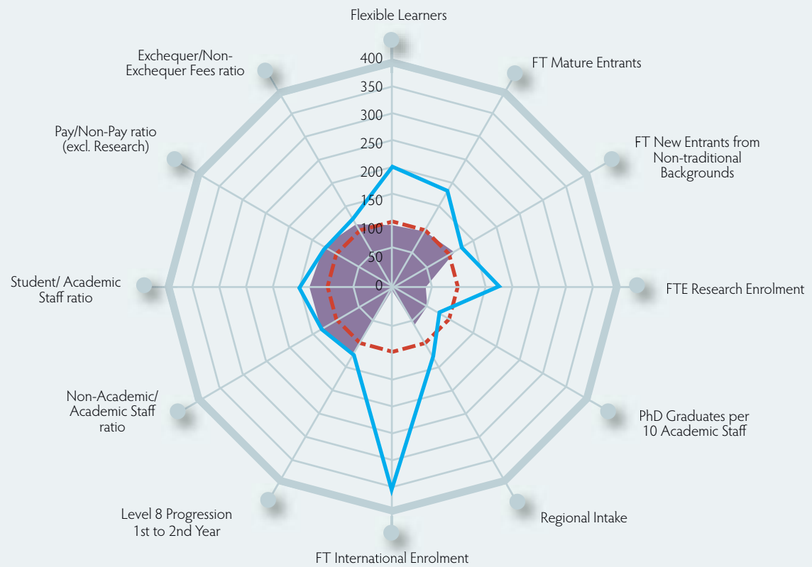
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**30,975**	**100%**
State Grants	12,330	40%
Fees	12,292	40%
Exchequer	7,180	23%
Non-Exchequer	5,112	17%
Research Grants & Contracts	2,351	8%
Other Income	4,002	13%
Total Expenditure	**31,388**	**100%**
Core - Pay	19,108	61%
Core - Non-Pay	10,004	32%
Research Grants & Contracts - Pay	1,313	4%
Research Grants & Contracts - Non-Pay	963	3%
Total Expenditure per Student (RGAM)[1]	**€9,732**	
Total Expenditure per Student (SRS)[2]	**€8,737**	
Exchequer/Non-Exchequer Fees Ratio	1.4	
Pay/Non-Pay Expenditure Ratio (incl. Research)	1.9	
Pay/Non-Pay Expenditure Ratio (excl. Research)	1.9	

SPACE

	m^2
Net Space per FTE Student	5.9
Gross Space per FTE Student	8.6

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



MATER DEI INSTITUTE OF EDUCATION

MDI

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	109

Graduates

	No.	%
Undergraduate Graduates	124	69%
Postgraduate Graduates	55	31%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***383***	***208***	***591***
Diploma/Cert	0	143	143
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	383	34	417
Occasional	0	31	31
Postgraduate	***59***	***76***	***135***
Postgrad Diploma/Cert	0	0	0
Masters Taught (L9)	47	67	114
Masters Research (L9)	3	1	4
PhD (L10)	9	6	15
Occasional	0	2	2
Total Enrolments	**442**	**284**	**726**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**442**	**284**	**726**
Research (L9/10) FTE			96
Research (L9/10) FTE			16
Research (L10) FTE			12

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***65%***	***35%***	***81%***
Diploma/Cert	0%	100%	24%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	92%	8%	71%
Occasional	0%	100%	5%
Postgraduate	***44%***	***56%***	***19%***
Postgrad Diploma/Cert	0%	0%	0%
Masters Taught (L9)	41%	59%	84%
Masters Research (L9)	75%	25%	3%
PhD (L10)	60%	40%	11%
Occasional	0%	100%	1%
Total Enrolments	**61%**	**39%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**61%**	**39%**	**100%**
Research (L9/10) % FTE L8 and All PG			19.3%
Research (L9/10) % FTE L8 and All PG			3.1%
Research (L10) % FTE L8 and All PG			2.4%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	78	72%
Humanities & Arts	31	28%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**109**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	7	47%
Humanities & Arts	8	53%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**15**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	284	39%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		29%
from the institution's county and bordering counties		46%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	10	9%
Estimate: Entrants with Disability (EAS)	4	4%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	26	24%

INTERNATIONALISATION

	No	%
International Students (Full-time)	8	2%
(% of Full-time Enrolments)		
EU	4	50%
Non-EU	4	50%
Erasmus Students Outgoing (excl. work placements)	7	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	4%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	N/A
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	N/A
Patent applications - all other areas except Ireland	N/A
Patents granted - Ireland only	N/A
Patents granted - all other areas except Ireland	N/A

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	N/A	
Spin-out companies created	N/A	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**43**	**100%**
Academic Staff	27	62%
Support staff	16	38%
Contract Research & Specialist Staff	**0**	**0%**
Academic Staff	0	0%
Support staff	0	0%
Total Staff	**43**	**100%**
Total Academic	27	62%
Total Support	16	38%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	21.6	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	N/A
40-54	N/A
55 and above	N/A

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

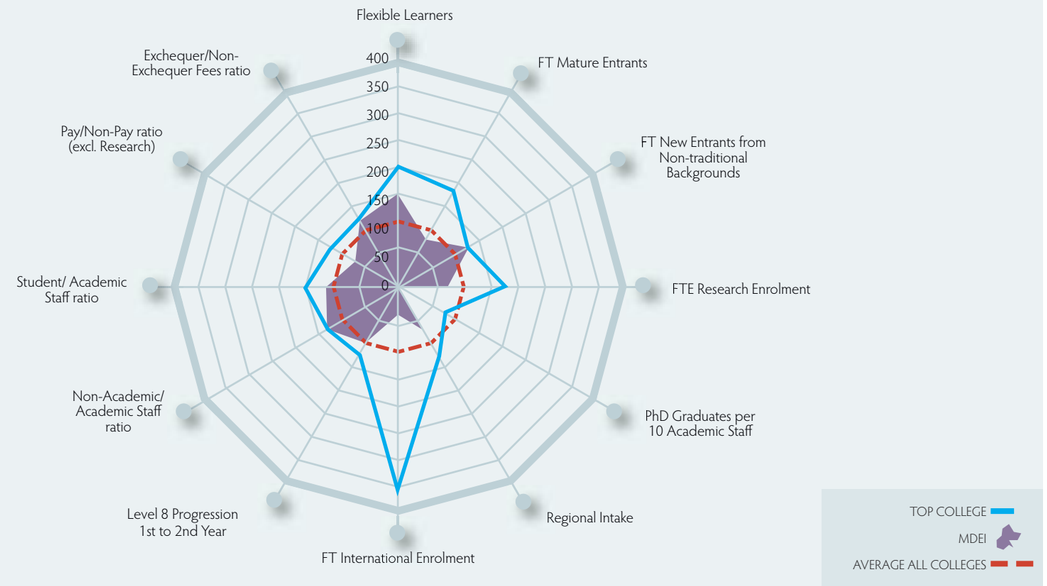
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**5,083**	**100%**
State Grants	2,187	43%
Fees	2,714	53%
Exchequer	1,414	28%
Non-Exchequer	1,300	26%
Research Grants & Contracts	0	0%
Other Income	181	4%
Total Expenditure	**4,868**	**100%**
Core - Pay	3,700	76%
Core - Non-Pay	1,168	24%
Research Grants & Contracts - Pay	0	0%
Research Grants & Contracts - Non-Pay	0	0%
Total Expenditure per Student (RGAM)[1]	**€7,986**	
Total Expenditure per Student (SRS)[2]	**€7,986**	
Exchequer/Non-Exchequer Fees Ratio	1.1	
Pay/Non-Pay Expenditure Ratio (incl. Research)	3.2	
Pay/Non-Pay Expenditure Ratio (excl. Research)	3.2	

SPACE

	m^2
Net Space per FTE Student	9.2
Gross Space per FTE Student	12.2

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



NATIONAL COLLEGE OF ART AND DESIGN

Photo: Matthew Thompson

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	167

Graduates

	No.	%
Undergraduate Graduates	237	72%
Postgraduate Graduates	94	28%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***761***	***215***	***976***
Diploma/Cert	0	206	206
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	761	9	770
Occasional	0	0	0
Postgraduate	***157***	***12***	***169***
Postgrad Diploma/Cert	0	0	0
Masters Taught (L9)	73	12	85
Masters Research (L9)	57	0	57
PhD (L10)	27	0	27
Occasional	0	0	0
Total Enrolments	**918**	**227**	**1,145**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**918**	**227**	**1,145**
Research & Taught (L9/10) FTE			163
Research (L9/10) FTE			84
Research (L10) FTE			27

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***78%***	***22%***	***85%***
Diploma/Cert	0%	100%	21%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	99%	1%	79%
Occasional	0%	0%	0%
Postgraduate	***93%***	***7%***	***15%***
Postgrad Diploma/Cert	0%	0%	0%
Masters Taught (L9)	86%	14%	50%
Masters Research (L9)	100%	0%	34%
PhD (L10)	100%	0%	16%
Occasional	0%	0%	0%
Total Enrolments	**80%**	**20%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**80%**	**20%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			17.6%
Research (L9/10) % FTE L8 and All PG			9.0%
Research (L10) % FTE L8 and All PG			2.9%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	167	100%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**167**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	3	11%
Humanities & Arts	24	89%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**27**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	227	20%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		54%
from the institution's county and bordering counties		68%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	18	11%
Estimate: Entrants with Disability (EAS)	31	19%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	27	16%

INTERNATIONALISATION

	No	%
International Students (Full-time)	15	2%
(% of Full-time Enrolments)		
EU	7	47%
Non-EU	8	53%
Erasmus Students Outgoing (excl. work placements)	28	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	5%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.6
PRTLI Funding 2010 (in € 000)	265
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€7,128
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€285
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	11
Patent applications - all other areas except Ireland	4
Patents granted - Ireland only	1
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	2	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**139**	**100%**
Academic Staff	68	49%
Support staff	71	51%
Contract Research & Specialist Staff	**1**	**100%**
Academic Staff	0	0%
Support staff	1	100%
Total Staff	**140**	**100%**
Total Academic	68	49%
Total Support	72	51%
Non-Academic/Academic Staff Ratio (Core)	1.0	
Student/Academic Staff Ratio (FTE/Core)	15.1	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	16%
40-54	51%
55 and above	33%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

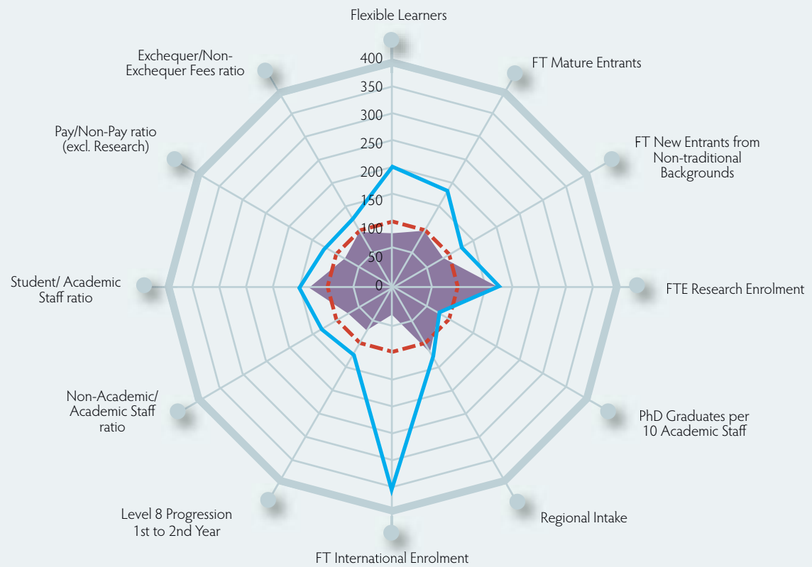
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**14,546**	**100%**
State Grants	9,192	63%
Fees	5,239	36%
Exchequer	3,139	22%
Non-Exchequer	2,100	14%
Research Grants & Contracts	0	0%
Other Income	115	1%
Total Expenditure	**14,282**	**100%**
Core - Pay	10,606	74%
Core - Non-Pay	3,676	26%
Research Grants & Contracts - Pay	0	0%
Research Grants & Contracts - Non-Pay	0	0%
Total Expenditure per Student (RGAM)[1]	**€13,198**	
Total Expenditure per Student (SRS)[2]	**€13,198**	
Exchequer/Non-Exchequer Fees Ratio	1.5	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.9	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.9	

SPACE

	m^2
Net Space per FTE Student	13.6
Gross Space per FTE Student	19.1

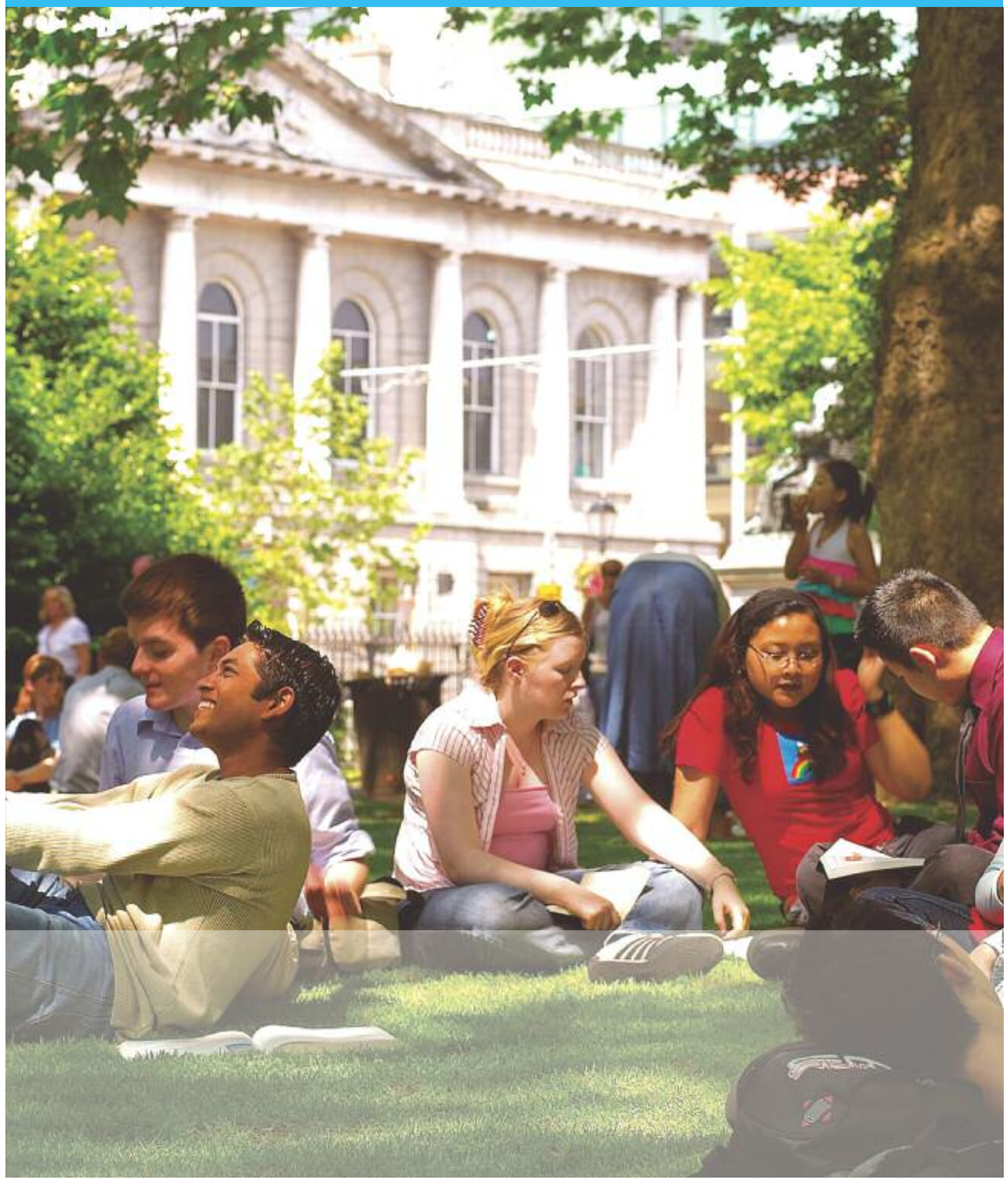
[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



ROYAL COLLEGE OF SURGEONS IN IRELAND

RCSI

Royal College of Surgeons in Ireland
Coláiste Ríoga na Máinleá in Éirinn



STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	230

Graduates

	No.	%
Undergraduate Graduates	423	40%
Postgraduate Graduates	630	60%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***1,907***	***136***	***2,043***
Diploma/Cert	0	0	0
Ordinary Degree (L7)	0	0	0
Honours Degree (L8)	1,907	136	2,043
Occasional	0	0	0
Postgraduate	***285***	***982***	***1,267***
Postgrad Diploma/Cert	45	657	702
Masters Taught (L9)	0	325	325
Masters Research (L9)	70	0	70
PhD (L10)	163	0	163
Occasional	7	0	7
Total Enrolments	**2,192**	**1,118**	**3,310**
Distance Education		166	166
E-Learning		N/A	N/A
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**2,192**	**1,284**	**3,476**
Research (L9/10) FTE			396
Research (L9/10)			233
Research (L10)			163

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***93%***	***7%***	***62%***
Diploma/Cert	0%	0%	0%
Ordinary Degree (L7)	0%	0%	0%
Honours Degree (L8)	93%	7%	100%
Occasional	0%	0%	0%
Postgraduate	***22%***	***78%***	***38%***
Postgrad Diploma/Cert	6%	94%	55%
Masters Taught (L9)	0%	100%	26%
Masters Research (L9)	100%	0%	6%
PhD (L10)	100%	0%	13%
Occasional	100%	0%	1%
Total Enrolments	**66%**	**34%**	**100%**
Distance Education			4.8%
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**63%**	**37%**	**100%**
Research (L9/10) % FTE L8 and All PG			14.4%
Research (L9/10) % FTE L8 and All PG			8.5%
Research (L10) % FTE L8 and All PG			5.9%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	230	100%
Services	0	0%
Combined	0	0%
Total	**230**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	163	100%
Services	0	0%
Combined	0	0%
Total	**163**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,284	37%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		62%
from the institution's county and bordering counties		65%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	49	21%
Estimate: Entrants with Disability (EAS)	0	0%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	N/A	N/A

INTERNATIONALISATION

International Students (Full-time)	No	%
(% of Full-time Enrolments)	453	21%
EU	59	13%
Non-EU	394	87%
Erasmus Students Outgoing (excl. work placements)	0	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	N/A
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	N/A
PRTLI Funding 2010 (in € 000)	2,685
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	1.6
FP7 Income 2007-2010 per Academic Staff	N/A
IRCSET Funding 2010 per Academic Staff	N/A
IRCHSS Funding 2010 per Academic Staff	N/A
SFI Funding 2010 per Academic Staff	N/A
TSR Funding 2010 per Academic Staff	N/A

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	7
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	4

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	4	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	N/A	N/A
Academic Staff	N/A	N/A
Support staff	N/A	N/A
Contract Research & Specialist Staff	N/A	N/A
Academic Staff	N/A	N/A
Support staff	N/A	N/A
Total Staff	N/A	N/A
Total Academic	N/A	N/A
Total Support	N/A	N/A
Non-Academic/Academic Staff Ratio (Core)	N/A	
Student/Academic Staff Ratio (FTE/Core)	N/A	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	53%
40-54	29%
55 and above	18%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

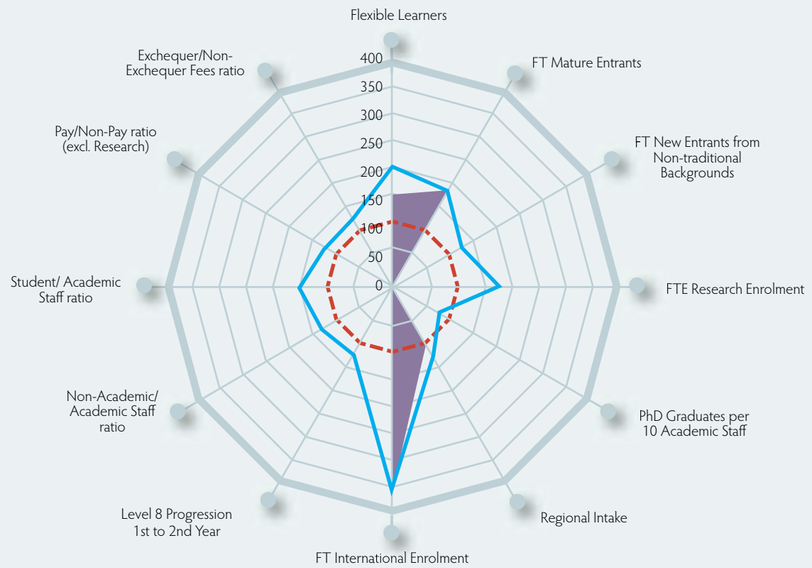
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	N/A	N/A
State Grants	N/A	N/A
Fees	N/A	N/A
Exchequer	N/A	N/A
Non-Exchequer	N/A	N/A
Research Grants & Contracts	N/A	N/A
Other Income	N/A	N/A
Total Expenditure	N/A	N/A
Core - Pay	N/A	N/A
Core - Non-Pay	N/A	N/A
Research Grants & Contracts - Pay	N/A	N/A
Research Grants & Contracts - Non-Pay	N/A	N/A
Total Expenditure per Student (RGAM)[1]	N/A	
Total Expenditure per Student (SRS)[2]	N/A	
Exchequer/Non-Exchequer Fees Ratio	N/A	
Pay/Non-Pay Expenditure Ratio (incl. Research)	N/A	
Pay/Non-Pay Expenditure Ratio (excl. Research)	N/A	

SPACE

	m^2
Net Space per FTE Student	7.4
Gross Space per FTE Student	9.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



ST ANGELA'S COLLEGE OF EDUCATION, SLIGO

St. Angela's College, Sligo
Coláiste San Aingeal, Sligeach
A College of NUI Galway

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	100

Graduates

	No.	%
Undergraduate Graduates	140	53%
Postgraduate Graduates	125	47%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***436***	***136***	***572***
Diploma/Cert	0	19	19
Ordinary Degree (L7)	0	2	2
Honours Degree (L8)	436	0	436
Occasional	0	115	115
Postgraduate	***0***	***292***	***292***
Postgrad Diploma/Cert	0	201	201
Masters Taught (L9)	0	91	91
Masters Research (L9)	0	0	0
PhD (L10)	0	0	0
Occasional	0	0	0
Total Enrolments	**436**	**428**	**864**
Distance Education		36	36
E-Learning		N/A	N/A
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**436**	**464**	**900**
Research & Taught (L9/10) FTE			46
Research (L9/10) FTE			0
Research (L10) FTE			0

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***76%***	***24%***	***66%***
Diploma/Cert	0%	100%	3%
Ordinary Degree (L7)	0%	100%	0%
Honours Degree (L8)	100%	0%	76%
Occasional	0%	100%	20%
Postgraduate	***0%***	***100%***	***34%***
Postgrad Diploma/Cert	0%	100%	69%
Masters Taught (L9)	0%	100%	31%
Masters Research (L9)	0%	0%	0%
PhD (L10)	0%	0%	0%
Occasional	0%	0%	0%
Total Enrolments	**50%**	**50%**	**100%**
Distance Education			4.0%
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**48%**	**52%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			7.8%
Research (L9/10) % FTE L8 and All PG			0.0%
Research (L10) % FTE L8 and All PG			0.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	53	53%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	47	47%
Services	0	0%
Combined	0	0%
Total	**100**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**0**	**0%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	464	52%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	0	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		17%
from the institution's county and bordering counties		41%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	10	10%
Estimate: Entrants with Disability (EAS)	1	1%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	13	13%

INTERNATIONALISATION

	No	%
International Students (Full-time)		
(% of Full-time Enrolments)	0	0%
EU	0	0%
Non-EU	0	0%
Erasmus Students Outgoing (excl. work placements)	0	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	N/A
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	N/A
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	N/A
Patent applications - all other areas except Ireland	N/A
Patents granted - Ireland only	N/A
Patents granted - all other areas except Ireland	N/A

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	N/A	
Spin-out companies created	N/A	
(FDR 2010)		
Level 8 Graduates in Employment		87%
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**110**	**100%**
Academic Staff	56	50%
Support staff	55	50%
Contract Research & Specialist Staff	**0**	**0%**
Academic Staff	0	0%
Support staff	0	0%
Total Staff	**110**	**100%**
Total Academic	56	50%
Total Support	55	50%
Non-Academic/Academic Staff Ratio (Core)	1.0	
Student/Academic Staff Ratio (FTE/Core)	11.7	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	39%
40-54	43%
55 and above	18%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

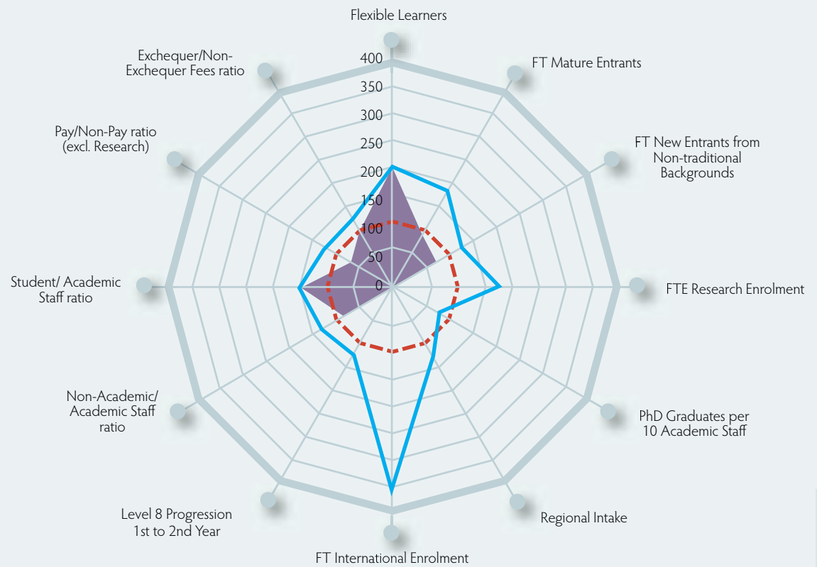
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**10,373**	**100%**
State Grants	6,354	61%
Fees	3,658	35%
Exchequer	2,271	22%
Non-Exchequer	1,387	13%
Research Grants & Contracts	0	0%
Other Income	362	3%
Total Expenditure	**10,074**	**100%**
Core - Pay	7,828	78%
Core - Non-Pay	2,246	22%
Research Grants & Contracts - Pay	0	0%
Research Grants & Contracts - Non-Pay	0	0%
Total Expenditure per Student (RGAM)[1]	**€12,286**	
Total Expenditure per Student (SRS)[2]	**€12,286**	
Exchequer/Non-Exchequer Fees Ratio	1.6	
Pay/Non-Pay Expenditure Ratio (incl. Research)	3.5	
Pay/Non-Pay Expenditure Ratio (excl. Research)	3.5	

SPACE

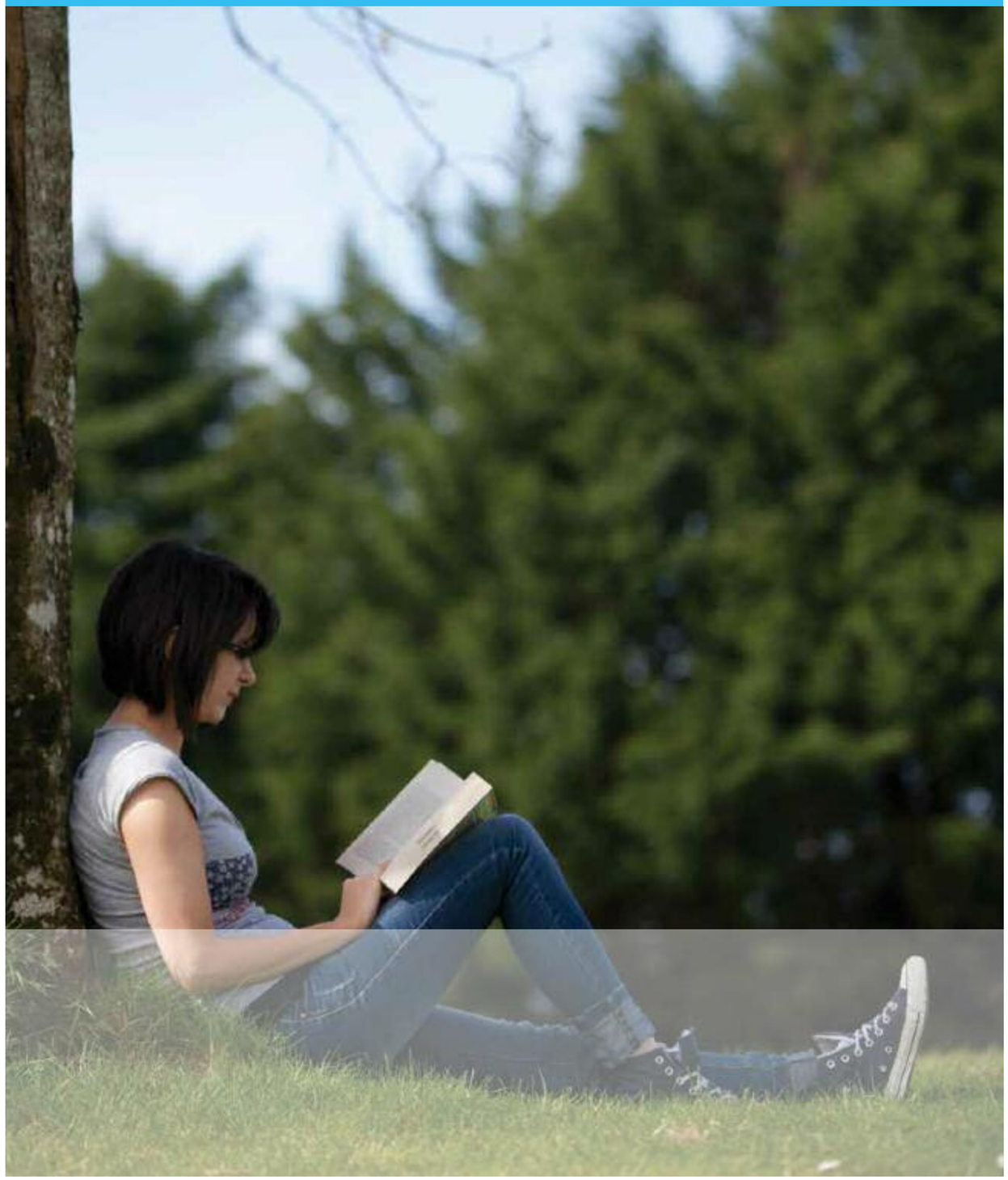
	m^2
Net Space per FTE Student	8.6
Gross Space per FTE Student	10.7

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



ATHLONE INSTITUTE OF TECHNOLOGY

Institiúid Teicneolaíochta
Bhaile Átha Luain
Athlone Institute
of Technology



STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,149

Graduates

	No.	%
Undergraduate Graduates	1,473	91%
Postgraduate Graduates	148	9%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**87**	**595**	**682**
Foundation	73	0	73
FETAC Cert	0	25	25
FETAC Advanced Cert	14	570	584
of which are apprenticeships	0	529	529
Undergraduate	***3,541***	***898***	***4,439***
Diploma/Cert	1,104	220	1,324
Ordinary Degree (L7)	1,042	253	1,295
Honours Degree (L8)	1,332	88	1,420
Occasional	63	337	400
Postgraduate	***154***	***292***	***446***
Postgrad Diploma/Cert	13	48	61
Masters Taught (L9)	94	63	157
Masters Research (L9)	40	2	42
PhD (L10)	7	1	8
Occasional	0	178	178
Total Enrolments	**3,695**	**1,190**	**4,885**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**3,695**	**1,190**	**4,885**
Research & Taught (L9/10) FTE			174
Research (L9/10) FTE			49
Research (L10) FTE			8

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**13%**	**87%**	**100%**
Foundation	100%	0%	11%
FETAC Cert	0%	100%	4%
FETAC Advanced Cert	2%	98%	86%
of which are apprenticeships	0%	100%	78%
Undergraduate	***80%***	***20%***	***91%***
Diploma/Cert	83%	17%	30%
Ordinary Degree (L7)	80%	20%	29%
Honours Degree (L8)	94%	6%	32%
Occasional	16%	84%	9%
Postgraduate	***35%***	***65%***	***9%***
Postgrad Diploma/Cert	21%	79%	14%
Masters Taught (L9)	60%	40%	35%
Masters Research (L9)	95%	5%	9%
PhD (L10)	88%	13%	2%
Occasional	0%	100%	40%
Total Enrolments	**76%**	**24%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**76%**	**24%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			10.4%
Research (L9/10) % FTE L8 and All PG			2.9%
Research (L10) % FTE L8 and All PG			0.4%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	87	8%
Social Science, Business & Law	262	23%
Science	139	12%
Engineering, Manufacturing & Construction	119	10%
Agriculture & Veterinary	42	4%
Health & Welfare	268	23%
Services	232	20%
Combined	0	0%
Total	**1,149**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	8	100%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**8**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,190	24%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	7	0%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		34%
from the institution's county and bordering counties		62%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	317	28%
Estimate: Entrants with Disability (EAS)	80	7%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	286	27%

INTERNATIONALISATION

	No	%
International Students (Full-time)		
(% of Full-time Enrolments)	227	6%
EU	155	68%
Non-EU	72	32%
Erasmus Students Outgoing (excl. work placements)	0	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	11%
Level 7	26%
Level 6	24%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.2
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€0
IRCSET Funding 2010 per Academic Staff	€106
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€1,125

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	1
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	1	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**423**	**100%**
Academic Staff	248	59%
Support staff	175	41%
Contract Research & Specialist Staff	**86**	**100%**
Academic Staff	19	22%
Support staff	67	78%
Total Staff	**509**	**100%**
Total Academic	267	52%
Total Support	242	48%
Non-Academic/Academic Staff Ratio (Core)	0.7	
Student/Academic Staff Ratio (FTE/Core)	17.3	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	28%
40-54	54%
55 and above	18%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	83%
Full-time Academic Staff with PhD qualification	29%
All Academic Staff with Masters or higher qualification	80%
All Academic Staff with PhD qualification	29%

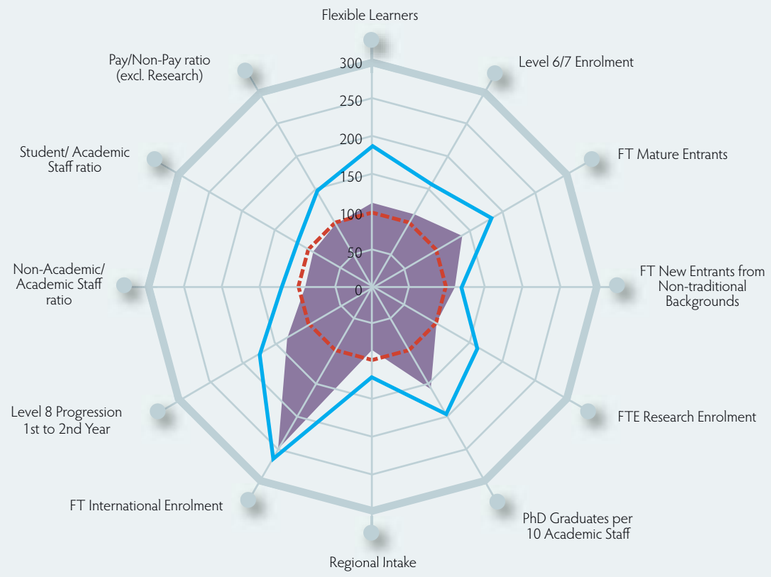
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**47,393**	**100%**
State Grants	22,176	47%
Fees	15,352	32%
Exchequer	5,858	12%
Non-Exchequer	9,494	20%
Research Grants & Contracts	3,529	7%
Other Income	6,336	13%
Total Expenditure	**43,942**	**100%**
Core - Pay	29,973	68%
Core - Non-Pay	10,440	24%
Research Grants & Contracts - Pay	2,359	5%
Research Grants & Contracts - Non-Pay	1,170	3%
Total Expenditure per Student (RGAM)[1]	**€9,478**	
Total Expenditure per Student (SRS)[2]	**€8,655**	
Exchequer/Non-Exchequer Fees Ratio	0.6	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.8	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.9	

SPACE

	m^2
Net Space per FTE Student	5.5
Gross Space per FTE Student	6.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



CORK INSTITUTE OF TECHNOLOGY

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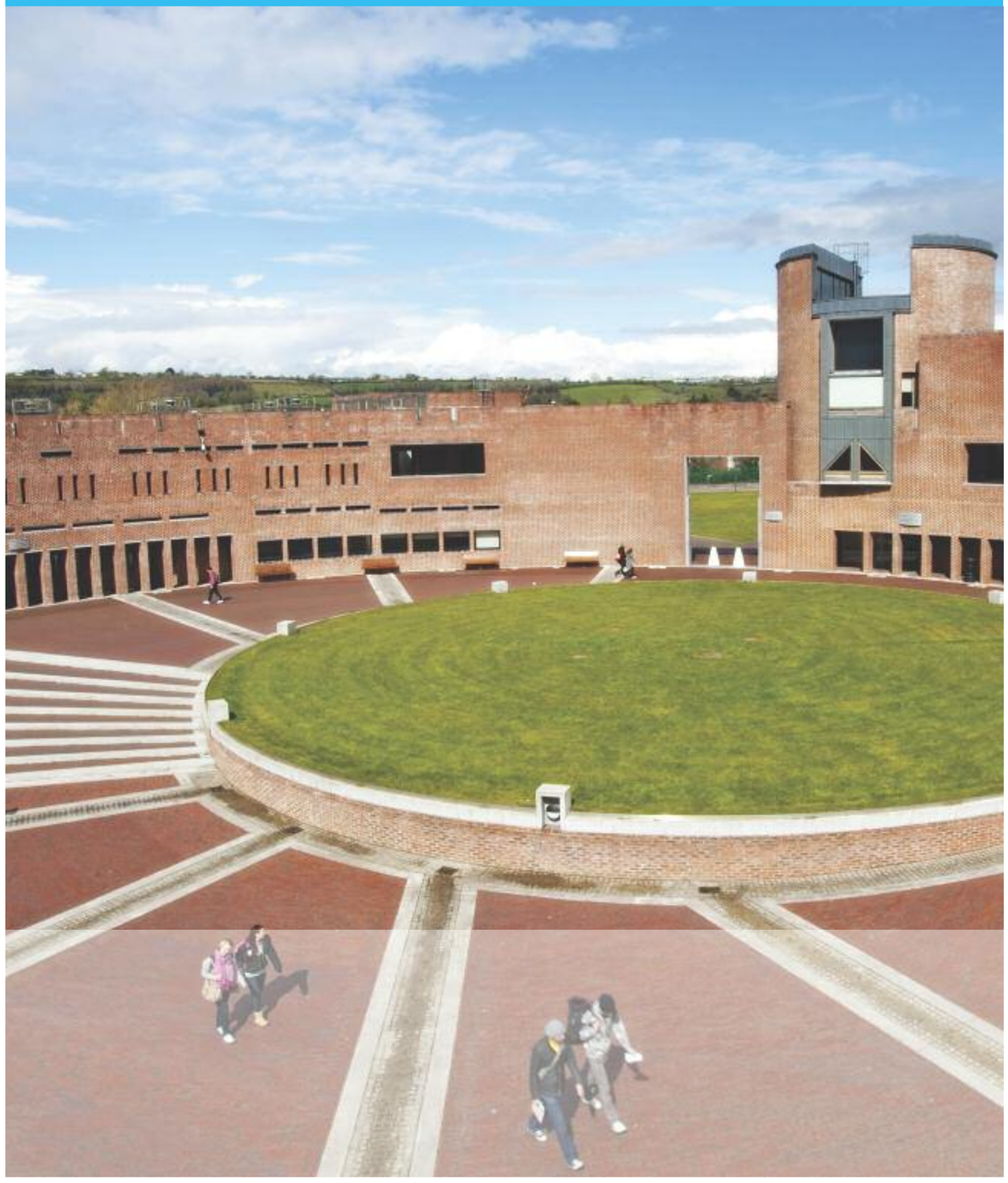


STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,611

Graduates

	No.	%
Undergraduate Graduates	2,452	94%
Postgraduate Graduates	147	6%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**21**	**1,878**	**1,899**
Foundation	0	0	0
FETAC Cert	5	46	51
FETAC Advanced Cert	16	1,832	1,848
of which are apprenticeships	0	1,832	1,832
Undergraduate	***6,941***	***1,830***	***8,771***
Diploma/Cert	275	350	625
Ordinary Degree (L7)	3,664	441	4,105
Honours Degree (L8)	2,959	202	3,161
Occasional	43	837	880
Postgraduate	***295***	***123***	***418***
Postgrad Diploma/Cert	0	0	0
Masters Taught (L9)	170	121	291
Masters Research (L9)	70	0	70
PhD (L10)	55	0	55
Occasional	0	2	2
Total Enrolments	**7,236**	**1,953**	**9,189**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**7,236**	**1,953**	**9,189**
Research & Taught (L9/10) FTE			356
Research (L9/10) FTE			125
Research (L10) FTE			55

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**1%**	**99%**	**100%**
Foundation	0%	0%	0%
FETAC Cert	10%	90%	3%
FETAC Advanced Cert	1%	99%	97%
of which are apprenticeships	0%	100%	96%
Undergraduate	***79%***	***21%***	***95%***
Diploma/Cert	44%	56%	7%
Ordinary Degree (L7)	89%	11%	47%
Honours Degree (L8)	94%	6%	36%
Occasional	5%	95%	10%
Postgraduate	***71%***	***29%***	***5%***
Postgrad Diploma/Cert	0%	0%	0%
Masters Taught (L9)	58%	42%	70%
Masters Research (L9)	100%	0%	17%
PhD (L10)	100%	0%	13%
Occasional	0%	100%	0%
Total Enrolments	**79%**	**21%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**79%**	**21%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			10.4%
Research (L9/10) % FTE L8 and All PG			3.7%
Research (L10) % FTE L8 and All PG			1.6%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	17	1%
Humanities & Arts	154	10%
Social Science, Business & Law	311	19%
Science	300	19%
Engineering, Manufacturing & Construction	401	25%
Agriculture & Veterinary	49	3%
Health & Welfare	137	9%
Services	242	15%
Combined	0	0%
Total	**1,611**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	24	44%
Engineering, Manufacturing & Construction	31	56%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**55**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,953	21%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	176	4%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		73%
from the institution's county and bordering counties		87%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	194	12%
Estimate: Entrants with Disability (EAS)	113	7%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	378	24%

INTERNATIONALISATION

International Students (Full-time) *(% of Full-time Enrolments)*	No	%
	246	3%
EU	205	83%
Non-EU	41	17%
Erasmus Students Outgoing (excl. work placements)	22	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	23%
Level 7	21%
Level 6	22%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.2
PRTLI Funding 2010 (in € 000)	2,401
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€2,004
IRCSET Funding 2010 per Academic Staff	€269
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€904

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	1
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	1	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**864**	**100%**
Academic Staff	578	67%
Support staff	286	33%
Contract Research & Specialist Staff	**99**	**100%**
Academic Staff	3	3%
Support staff	96	97%
Total Staff	**963**	**100%**
Total Academic	581	60%
Total Support	382	40%
Non-Academic/Academic Staff Ratio (Core)	0.5	
Student/Academic Staff Ratio (FTE/Core)	14.2	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	25%
40-54	52%
55 and above	23%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	75%
Full-time Academic Staff with PhD qualification	20%
All Academic Staff with Masters or higher qualification	73%
All Academic Staff with PhD qualification	17%

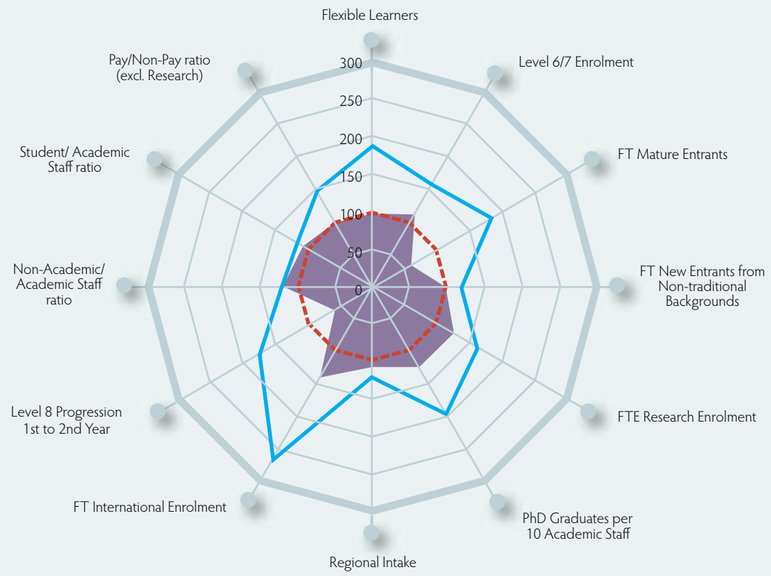
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**98,879**	**100%**
State Grants	47,248	48%
Fees	26,408	27%
Exchequer	11,577	12%
Non-Exchequer	14,831	15%
Research Grants & Contracts	13,932	14%
Other Income	11,291	11%
Total Expenditure	**95,533**	**100%**
Core - Pay	58,723	61%
Core - Non-Pay	22,592	24%
Research Grants & Contracts - Pay	4,525	5%
Research Grants & Contracts - Non-Pay	9,693	10%
Total Expenditure per Student (RGAM)[1]	**€10,887**	
Total Expenditure per Student (SRS)[2]	**€9,156**	
Exchequer/Non-Exchequer Fees Ratio	0.8	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.0	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6	

SPACE

	m^2
Net Space per FTE Student	7.4
Gross Space per FTE Student	10.1

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



DUBLIN INSTITUTE OF TECHNOLOGY

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	2,914

Graduates

	No.	%
Undergraduate Graduates	2,996	75%
Postgraduate Graduates	1,008	25%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**31**	**2,388**	**2,419**
Foundation	31	0	31
FETAC Cert	0	0	0
FETAC Advanced Cert	0	2,388	2,388
of which are apprenticeships	0	2,183	2,183
Undergraduate	***10,625***	***2,398***	***13,023***
Diploma/Cert	761	240	1,001
Ordinary Degree (L7)	2,116	549	2,665
Honours Degree (L8)	7,600	861	8,461
Occasional	148	748	896
Postgraduate	***1,108***	***1,273***	***2,381***
Postgrad Diploma/Cert	144	154	298
Masters Taught (L9)	663	928	1,591
Masters Research (L9)	62	50	112
PhD (L10)	239	71	310
Occasional	0	70	70
Total Enrolments	**11,733**	**3,671**	**15,404**
Distance Education		21	21
E-Learning		N/A	N/A
In-Service Education		34	34
Total Enrols incl. Flexible Learning	**11,733**	**3,726**	**15,459**
Research & Taught (L9/10) FTE			1,489
Research (L9/10) FTE			362
Research (L10) FTE			275

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**1%**	**99%**	**100%**
Foundation	100%	0%	1%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	100%	99%
of which are apprenticeships	0%	100%	90%
Undergraduate	***82%***	***18%***	***85%***
Diploma/Cert	76%	24%	8%
Ordinary Degree (L7)	79%	21%	20%
Honours Degree (L8)	90%	10%	65%
Occasional	17%	83%	7%
Postgraduate	***47%***	***53%***	***15%***
Postgrad Diploma/Cert	48%	52%	13%
Masters Taught (L9)	42%	58%	67%
Masters Research (L9)	55%	45%	5%
PhD (L10)	77%	23%	13%
Occasional	0%	100%	3%
Total Enrolments	**76%**	**24%**	**100%**
Distance Education			0.1%
E-Learning			N/A
In-Service Education			0.2%
Total Enrols incl. Flexible Learning	**76%**	**24%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			15.2%
Research (L9/10) % FTE L8 and All PG			3.7%
Research (L10) % FTE L8 and All PG			2.8%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	39	1%
Humanities & Arts	298	10%
Social Science, Business & Law	786	27%
Science	392	13%
Engineering, Manufacturing & Construction	689	24%
Agriculture & Veterinary	0	0%
Health & Welfare	197	7%
Services	513	18%
Combined	0	0%
Total	**2,914**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	54	17%
Social Science, Business & Law	63	20%
Science	108	35%
Engineering, Manufacturing & Construction	77	25%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	8	3%
Combined	0	0%
Total	**310**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	3,726	24%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	493	12%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		56%
from the institution's county and bordering counties		76%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	408	14%
Estimate: Entrants with Disability (EAS)	233	8%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	627	22%

INTERNATIONALISATION

	No	%
International Students (Full-time)	240	2%
(% of Full-time Enrolments)		
EU	54	23%
Non-EU	186	78%
Erasmus Students Outgoing (excl. work placements)	213	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	13%
Level 7	25%
Level 6	15%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.3
PRTLI Funding 2010 (in € 000)	2,157
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	0.7
Relative Citation Impact (World Average = 1)	0.9
FP7 Income 2007-2010 per Academic Staff	€2,168
IRCSET Funding 2010 per Academic Staff	€299
IRCHSS Funding 2010 per Academic Staff	€189
SFI Funding 2010 per Academic Staff	€1,152
TSR Funding 2010 per Academic Staff	€699

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	9
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	26	
Spin-out companies created	7	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**1,740**	**100%**
Academic Staff	1,020	59%
Support staff	721	41%
Contract Research & Specialist Staff	**147**	**100%**
Academic Staff	5	4%
Support staff	142	96%
Total Staff	**1,888**	**100%**
Total Academic	1,025	54%
Total Support	863	46%
Non-Academic/Academic Staff Ratio (Core)	0.7	
Student/Academic Staff Ratio (FTE/Core)	13.3	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	29%
40-54	46%
55 and above	25%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	78%
Full-time Academic Staff with PhD qualification	30%
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

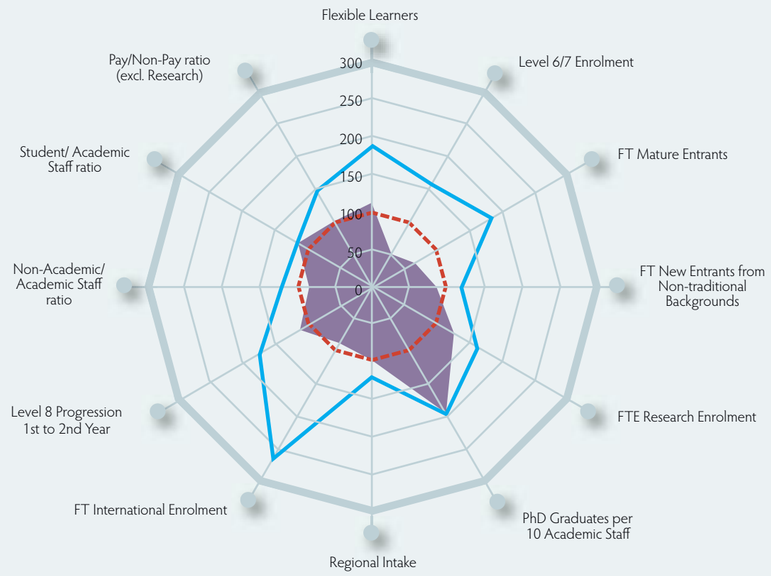
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**191,375**	**100%**
State Grants	95,606	50%
Fees	53,823	28%
Exchequer	19,621	10%
Non-Exchequer	34,202	18%
Research Grants & Contracts	16,401	9%
Other Income	25,545	13%
Total Expenditure	**187,978**	**100%**
Core - Pay	123,356	66%
Core - Non-Pay	47,885	25%
Research Grants & Contracts - Pay	7,267	4%
Research Grants & Contracts - Non-Pay	9,470	5%
Total Expenditure per Student (RGAM)[1]	**€12,818**	
Total Expenditure per Student (SRS)[2]	**€11,584**	
Exchequer/Non-Exchequer Fees Ratio	0.6	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.3	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6	

SPACE

	m^2
Net Space per FTE Student	6.0
Gross Space per FTE Student	8.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



DÚN LAOGHAIRE INSTITUTE OF ART, DESIGN AND TECHNOLOGY

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STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	560

Graduates

	No.	%
Undergraduate Graduates	406	84%
Postgraduate Graduates	78	16%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***1,965***	***96***	***2,061***
Diploma/Cert	0	0	0
Ordinary Degree (L7)	271	0	271
Honours Degree (L8)	1,694	45	1,739
Occasional	0	51	51
Postgraduate	***92***	***52***	***144***
Postgrad Diploma/Cert	11	0	11
Masters Taught (L9)	73	52	125
Masters Research (L9)	8	0	8
PhD (L10)	0	0	0
Occasional	0	0	0
Total Enrolments	**2,057**	**148**	**2,205**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**2,057**	**148**	**2,205**
Research & Taught (L9/10) FTE			107
Research (L9/10) FTE			8
Research (L10) FTE			0

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***95%***	***5%***	***93%***
Diploma/Cert	0%	0%	0%
Ordinary Degree (L7)	100%	0%	13%
Honours Degree (L8)	97%	3%	84%
Occasional	0%	100%	2%
Postgraduate	***64%***	***36%***	***7%***
Postgrad Diploma/Cert	100%	0%	8%
Masters Taught (L9)	58%	42%	87%
Masters Research (L9)	100%	0%	6%
PhD (L10)	0%	0%	0%
Occasional	0%	0%	0%
Total Enrolments	**93%**	**7%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**93%**	**7%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			5.8%
Research (L9/10) % FTE L8 and All PG			0.4%
Research (L10) % FTE L8 and All PG			0.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	249	44%
Social Science, Business & Law	275	49%
Science	36	6%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**560**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**0**	**0%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	148	7%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	79	2%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		50%
from the institution's county and bordering counties		68%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	83	15%
Estimate: Entrants with Disability (EAS)	68	12%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	113	20%

INTERNATIONALISATION

	No	%
International Students (Full-time)	12	1%
(% of Full-time Enrolments)		
EU	8	67%
Non-EU	4	33%
Erasmus Students Outgoing (excl. work placements)	1	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	14%
Level 7	24%
Level 6	19%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	N/A
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€193
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€328

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	0
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**188**	**100%**
Academic Staff	117	62%
Support staff	71	38%
Contract Research & Specialist Staff	**13**	**100%**
Academic Staff	7	53%
Support staff	6	47%
Total Staff	**202**	**100%**
Total Academic	124	62%
Total Support	77	38%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	18.1	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	19%
40-54	62%
55 and above	18%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	100%
Full-time Academic Staff with PhD qualification	36%
All Academic Staff with Masters or higher qualification	100%
All Academic Staff with PhD qualification	27%

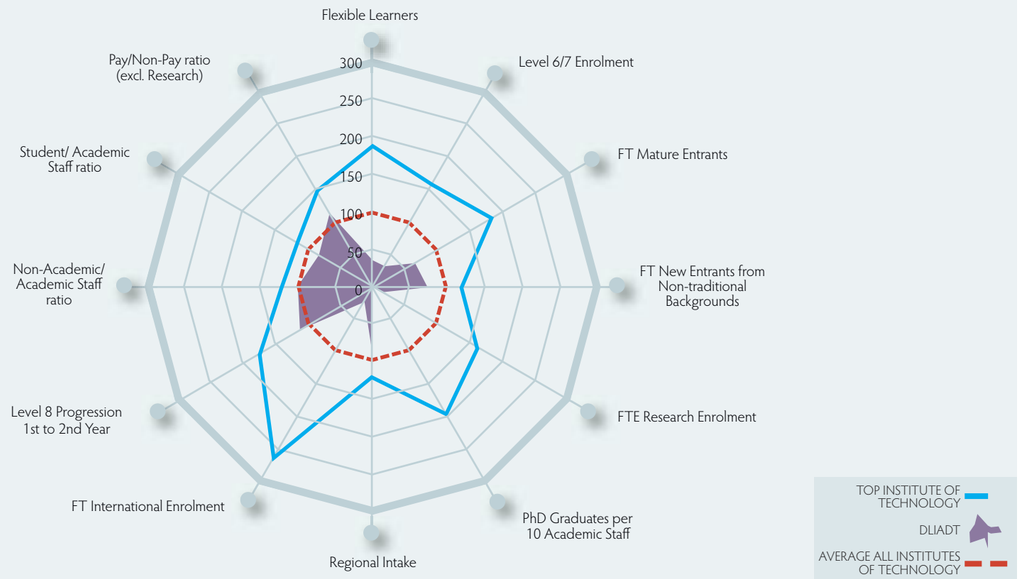
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**22,613**	**100%**
State Grants	9,408	42%
Fees	8,708	39%
Exchequer	4,322	19%
Non-Exchequer	4,386	19%
Research Grants & Contracts	1,290	6%
Other Income	3,207	14%
Total Expenditure	**19,819**	**100%**
Core - Pay	12,700	64%
Core - Non-Pay	5,854	30%
Research Grants & Contracts - Pay	588	3%
Research Grants & Contracts - Non-Pay	677	3%
Total Expenditure per Student (RGAM)[1]	**€8,520**	
Total Expenditure per Student (SRS)[2]	**€7,927**	
Exchequer/Non-Exchequer Fees Ratio	1.0	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.0	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.2	

SPACE

	m^2
Net Space per FTE Student	9.5
Gross Space per FTE Student	12.7

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



DUNDALK INSTITUTE OF TECHNOLOGY

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DUNDALK
INSTITUTE OF TECHNOLOGY

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,300

Graduates

	No.	%
Undergraduate Graduates	1,015	94%
Postgraduate Graduates	61	6%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**27**	**811**	**838**
Foundation	27	0	27
FETAC Cert	0	0	0
FETAC Advanced Cert	0	811	811
of which are apprenticeships	0	811	811
Undergraduate	***4,256***	***240***	***4,496***
Diploma/Cert	171	22	193
Ordinary Degree (L7)	2,233	15	2,248
Honours Degree (L8)	1,846	23	1,869
Occasional	6	180	186
Postgraduate	***97***	***67***	***164***
Postgrad Diploma/Cert	0	15	15
Masters Taught (L9)	66	46	112
Masters Research (L9)	23	5	28
PhD (L10)	8	1	9
Occasional	0	0	0
Total Enrolments	**4,353**	**307**	**4,660**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**4,353**	**307**	**4,660**
Research (L9/10) FTE			123
Research (L9) FTE			34
Research (L10) FTE			9

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**3%**	**97%**	**100%**
Foundation	100%	0%	3%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	100%	97%
of which are apprenticeships	0%	100%	97%
Undergraduate	***95%***	***5%***	***96%***
Diploma/Cert	89%	11%	4%
Ordinary Degree (L7)	99%	1%	50%
Honours Degree (L8)	99%	1%	42%
Occasional	3%	97%	4%
Postgraduate	***59%***	***41%***	***4%***
Postgrad Diploma/Cert	0%	100%	9%
Masters Taught (L9)	59%	41%	68%
Masters Research (L9)	82%	18%	17%
PhD (L10)	89%	11%	5%
Occasional	0%	0%	0%
Total Enrolments	**93%**	**7%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**93%**	**7%**	**100%**
Research (L9/10) % FTE L8 and All PG			6.2%
Research (L9/10) % FTE L8 and All PG			1.7%
Research (L10) % FTE L8 and All PG			0.4%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	141	11%
Social Science, Business & Law	356	27%
Science	229	18%
Engineering, Manufacturing & Construction	184	14%
Agriculture & Veterinary	67	5%
Health & Welfare	212	16%
Services	111	9%
Combined	0	0%
Total	**1,300**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	5	56%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	4	44%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**9**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	307	7%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	91	2%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		43%
from the institution's county and bordering counties		74%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	244	19%
Estimate: Entrants with Disability (EAS)	89	7%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	288	23%

INTERNATIONALISATION

	No	%
International Students (Full-time)		
(% of Full-time Enrolments)	311	7%
EU	9	3%
Non-EU	302	97%
Erasmus Students Outgoing (excl. work placements)	37	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	13%
Level 7	30%
Level 6	21%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€1,774
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€585
TSR Funding 2010 per Academic Staff	€371

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	5
Patent applications - all other areas except Ireland	1
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	1	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**420**	**100%**
Academic Staff	268	64%
Support staff	152	36%
Contract Research & Specialist Staff	**78**	**100%**
Academic Staff	18	23%
Support staff	60	77%
Total Staff	**498**	**100%**
Total Academic	286	57%
Total Support	212	43%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	16.8	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	30%
40-54	53%
55 and above	18%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	88%
Full-time Academic Staff with PhD qualification	23%
All Academic Staff with Masters or higher qualification	87%
All Academic Staff with PhD qualification	26%

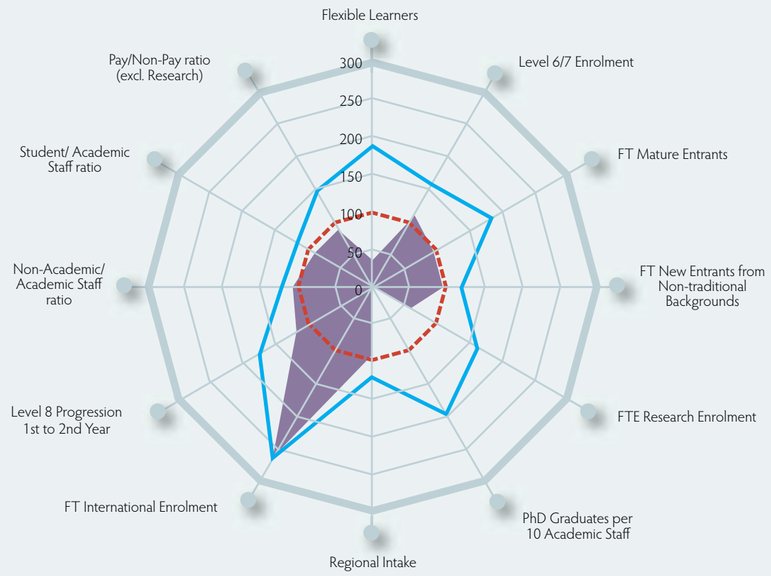
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**50,375**	**100%**
State Grants	20,566	41%
Fees	17,136	34%
Exchequer	8,035	16%
Non-Exchequer	9,101	18%
Research Grants & Contracts	5,182	10%
Other Income	7,491	15%
Total Expenditure	**47,299**	**100%**
Core - Pay	31,568	67%
Core - Non-Pay	10,331	22%
Research Grants & Contracts - Pay	3,082	7%
Research Grants & Contracts - Non-Pay	2,318	5%
Total Expenditure per Student (RGAM)[1]	**€9,654**	
Total Expenditure per Student (SRS)[2]	**€8,455**	
Exchequer/Non-Exchequer Fees Ratio	0.9	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.7	
Pay/Non-Pay Expenditure Ratio (excl. Research)	3.1	

SPACE

	m^2
Net Space per FTE Student	7.4
Gross Space per FTE Student	10.7

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



GALWAY-MAYO INSTITUTE OF TECHNOLOGY

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INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO
GALWAY-MAYO INSTITUTE OF TECHNOLOGY

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,929

Graduates

	No.	%
Undergraduate Graduates	1,745	95%
Postgraduate Graduates	88	5%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**121**	**343**	**464**
Foundation	94	0	94
FETAC Cert	0	48	48
FETAC Advanced Cert	27	295	322
of which are apprenticeships	0	294	294
Undergraduate	***5,363***	***960***	***6,323***
Diploma/Cert	307	53	360
Ordinary Degree (L7)	3,493	653	4,146
Honours Degree (L8)	1,563	81	1,644
Occasional	0	173	173
Postgraduate	***154***	***13***	***167***
Postgrad Diploma/Cert	14	0	14
Masters Taught (L9)	73	6	79
Masters Research (L9)	22	0	22
PhD (L10)	16	0	16
Occasional	29	7	36
Total Enrolments	**5,517**	**973**	**6,490**
Distance Education		33	33
E-Learning		N/A	N/A
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**5,517**	**1,006**	**6,523**
Research & Taught (L9/10) FTE			114
Research (L9/10) FTE			38
Research (L10) FTE			16

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**26%**	**74%**	**100%**
Foundation	100%	0%	20%
FETAC Cert	0%	100%	10%
FETAC Advanced Cert	8%	92%	69%
of which are apprenticeships	0%	100%	63%
Undergraduate	***85%***	***15%***	***97%***
Diploma/Cert	85%	15%	6%
Ordinary Degree (L7)	84%	16%	66%
Honours Degree (L8)	95%	5%	26%
Occasional	0%	100%	3%
Postgraduate	***92%***	***8%***	***3%***
Postgrad Diploma/Cert	100%	0%	8%
Masters Taught (L9)	92%	8%	47%
Masters Research (L9)	100%	0%	13%
PhD (L10)	100%	0%	10%
Occasional	81%	19%	22%
Total Enrolments	**85%**	**15%**	**100%**
Distance Education			0.5%
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**85%**	**15%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			6.5%
Research (L9/10) % FTE L8 and All PG			2.2%
Research (L10) % FTE L8 and All PG			0.9%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	149	8%
Social Science, Business & Law	493	26%
Science	277	14%
Engineering, Manufacturing & Construction	441	23%
Agriculture & Veterinary	57	3%
Health & Welfare	76	4%
Services	436	23%
Combined	0	0%
Total	**1,929**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	1	6%
Science	7	44%
Engineering, Manufacturing & Construction	7	44%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	1	6%
Combined	0	0%
Total	**16**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,006	15%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	39	1%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		51%
from the institution's county and bordering counties		85%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	513	27%
Estimate: Entrants with Disability (EAS)	166	9%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	458	24%

INTERNATIONALISATION

	No	%
International Students (Full-time)	90	2%
(% of Full-time Enrolments)		
EU	24	27%
Non-EU	66	73%
Erasmus Students Outgoing (excl. work placements)	19	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	22%
Level 7	30%
Level 6	34%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.1
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€637
IRCSET Funding 2010 per Academic Staff	€99
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€1,635

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	5
Patent applications - all other areas except Ireland	1
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	1	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**621**	**100%**
Academic Staff	352	57%
Support staff	269	43%
Contract Research & Specialist Staff	**26**	**100%**
Academic Staff	12	45%
Support staff	14	55%
Total Staff	**647**	**100%**
Total Academic	364	56%
Total Support	283	44%
Non-Academic/Academic Staff Ratio (Core)	0.8	
Student/Academic Staff Ratio (FTE/Core)	17.0	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	31%
40-54	50%
55 and above	19%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	81%
Full-time Academic Staff with PhD qualification	18%
All Academic Staff with Masters or higher qualification	80%
All Academic Staff with PhD qualification	17%

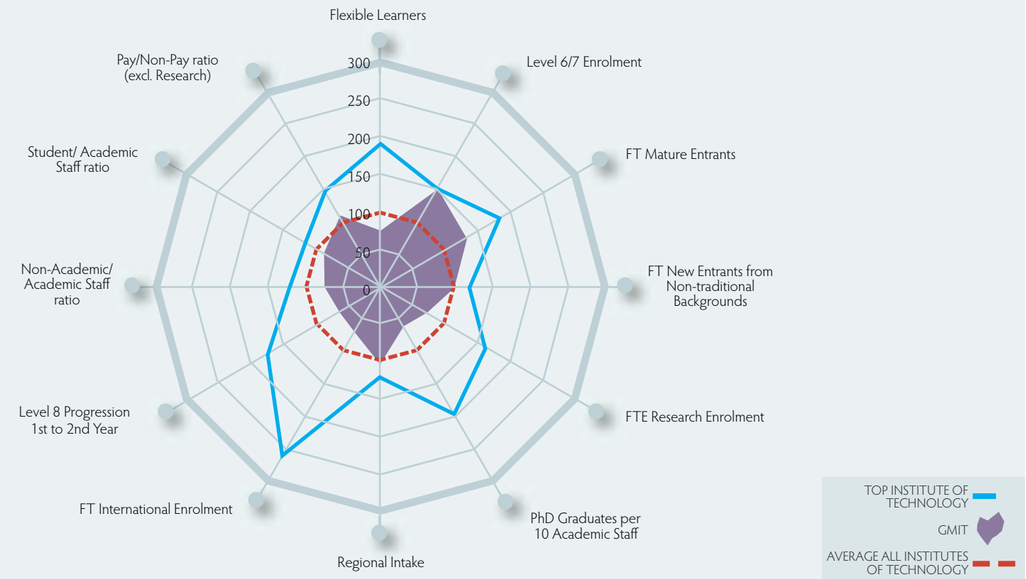
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**63,590**	**100%**
State Grants	31,125	49%
Fees	19,802	31%
Exchequer	8,605	14%
Non-Exchequer	11,197	18%
Research Grants & Contracts	2,465	4%
Other Income	10,198	16%
Total Expenditure	**62,087**	**100%**
Core - Pay	42,465	68%
Core - Non-Pay	17,063	27%
Research Grants & Contracts - Pay	1,288	2%
Research Grants & Contracts - Non-Pay	1,271	2%
Total Expenditure per Student (RGAM)[1]	**€9,773**	
Total Expenditure per Student (SRS)[2]	**€9,347**	
Exchequer/Non-Exchequer Fees Ratio	0.8	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.4	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.5	

SPACE

	m^2
Net Space per FTE Student	8.0
Gross Space per FTE Student	10.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



INSTITUTE OF TECHNOLOGY BLANCHARDSTOWN

itb
Institute of Technology
Blanchardstown
Institiúid Teicneolaíochta
Baile Bhlainséir

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	770

Graduates

	No.	%
Undergraduate Graduates	438	98%
Postgraduate Graduates	11	2%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**648**	**648**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	648	648
of which are apprenticeships	0	648	648
Undergraduate	***1,894***	***504***	***2,398***
Diploma/Cert	153	183	336
Ordinary Degree (L7)	901	153	1,054
Honours Degree (L8)	840	20	860
Occasional	0	148	148
Postgraduate	***27***	***20***	***47***
Postgrad Diploma/Cert	0	0	0
Masters Taught (L9)	11	20	31
Masters Research (L9)	13	0	13
PhD (L10)	3	0	3
Occasional	0	0	0
Total Enrolments	**1,921**	**524**	**2,445**
Distance Education		N/A	N/A
E-Learning		80	80
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**1,921**	**604**	**2,525**
Research & Taught (L9/10) FTE			37
Research (L9/10) FTE			16
Research (L10) FTE			3

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**100%**	**100%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	100%	100%
of which are apprenticeships	0%	100%	100%
Undergraduate	***79%***	***21%***	***98%***
Diploma/Cert	46%	54%	14%
Ordinary Degree (L7)	85%	15%	44%
Honours Degree (L8)	98%	2%	36%
Occasional	0%	100%	6%
Postgraduate	***57%***	***43%***	***2%***
Postgrad Diploma/Cert	0%	0%	0%
Masters Taught (L9)	35%	65%	66%
Masters Research (L9)	100%	0%	28%
PhD (L10)	100%	0%	6%
Occasional	0%	0%	0%
Total Enrolments	**79%**	**21%**	**100%**
Distance Education			N/A
E-Learning			3.2%
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**76%**	**24%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			4.2%
Research (L9/10) % FTE L8 and All PG			1.8%
Research (L10) % FTE L8 and All PG			0.3%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	211	27%
Science	136	18%
Engineering, Manufacturing & Construction	112	15%
Agriculture & Veterinary	33	4%
Health & Welfare	221	29%
Services	57	7%
Combined	0	0%
Total	**770**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	3	100%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**3**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	604	24%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	229	5%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		68%
from the institution's county and bordering counties		91%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	218	28%
Estimate: Entrants with Disability (EAS)	74	10%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	222	29%

INTERNATIONALISATION

	No	%
International Students (Full-time)	6	0%
(% of Full-time Enrolments)		
EU	3	50%
Non-EU	3	50%
Erasmus Students Outgoing (excl. work placements)	2	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	18%
Level 7	27%
Level 6	29%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€0
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€69

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	0
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**190**	**100%**
Academic Staff	115	61%
Support staff	74	39%
Contract Research & Specialist Staff	**21**	**100%**
Academic Staff	11	54%
Support staff	9	46%
Total Staff	**210**	**100%**
Total Academic	127	60%
Total Support	84	40%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	18.9	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	42%
40-54	48%
55 and above	11%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	95%
Full-time Academic Staff with PhD qualification	25%
All Academic Staff with Masters or higher qualification	92%
All Academic Staff with PhD qualification	25%

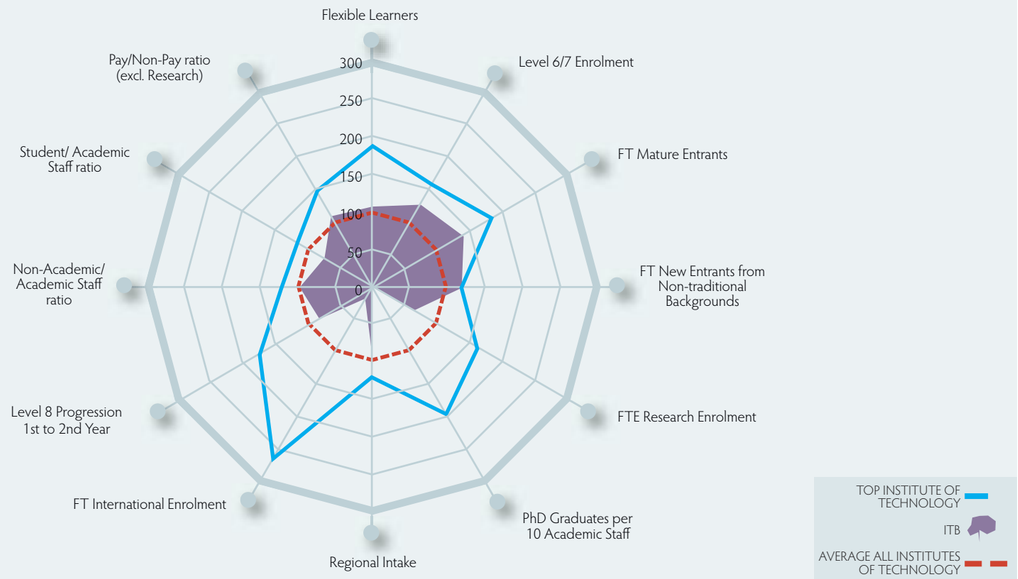
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**21,065**	**100%**
State Grants	10,343	49%
Fees	6,213	29%
Exchequer	2,487	12%
Non-Exchequer	3,726	18%
Research Grants & Contracts	820	4%
Other Income	3,689	18%
Total Expenditure	**20,619**	**100%**
Core - Pay	13,966	68%
Core - Non-Pay	5,833	28%
Research Grants & Contracts - Pay	539	3%
Research Grants & Contracts - Non-Pay	281	1%
Total Expenditure per Student (RGAM)[1]	**€8,572**	
Total Expenditure per Student (SRS)[2]	**€8,197**	
Exchequer/Non-Exchequer Fees Ratio	0.7	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.4	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.4	

SPACE

	m^2
Net Space per FTE Student	10.2
Gross Space per FTE Student	12.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.

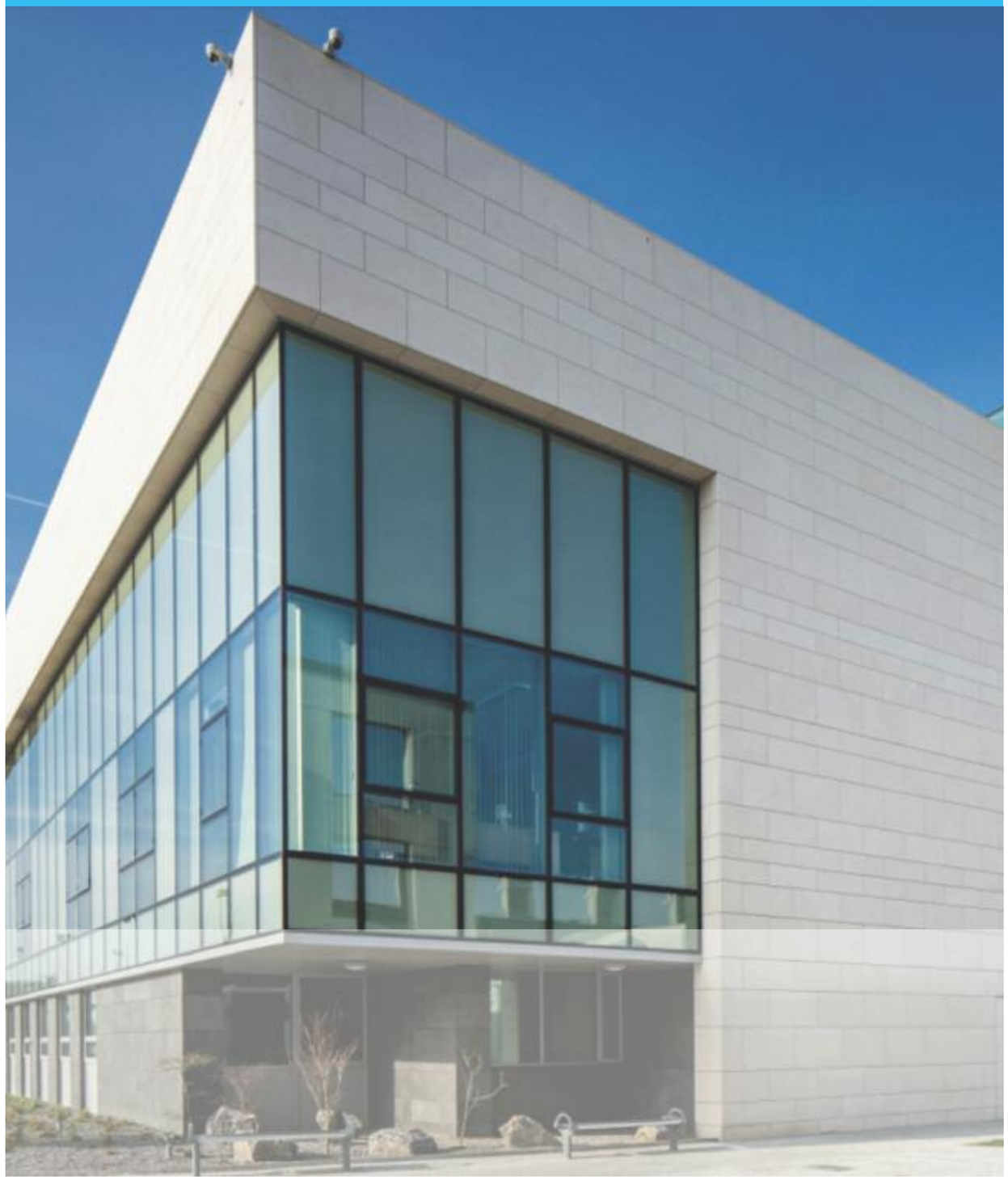


INSTITUTE OF TECHNOLOGY CARLOW

Institiúid Teicneolaíochta Cheatharlach

INSTITUTE of TECHNOLOGY CARLOW

At the Heart of South Leinster



STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,137

Graduates

	No.	%
Undergraduate Graduates	1,251	97%
Postgraduate Graduates	37	3%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**314**	**314**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	314	314
of which are apprenticeships	0	314	314
Undergraduate	***3,333***	***1,368***	***4,701***
Diploma/Cert	501	82	583
Ordinary Degree (L7)	1,204	129	1,333
Honours Degree (L8)	1,628	846	2,474
Occasional	0	311	311
Postgraduate	***33***	***135***	***168***
Postgrad Diploma/Cert	0	51	51
Masters Taught (L9)	0	58	58
Masters Research (L9)	18	0	18
PhD (L10)	15	0	15
Occasional	0	26	26
Total Enrolments	**3,366**	**1,503**	**4,869**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**3,366**	**1,503**	**4,869**
Research & Taught (L9/10) FTE			62
Research (L9/10) FTE			33
Research (L10) FTE			15

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**100%**	**100%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	100%	100%
of which are apprenticeships	0%	100%	100%
Undergraduate	***71%***	***29%***	***97%***
Diploma/Cert	86%	14%	12%
Ordinary Degree (L7)	90%	10%	28%
Honours Degree (L8)	66%	34%	53%
Occasional	0%	100%	7%
Postgraduate	***20%***	***80%***	***3%***
Postgrad Diploma/Cert	0%	100%	30%
Masters Taught (L9)	0%	100%	35%
Masters Research (L9)	100%	0%	11%
PhD (L10)	100%	0%	9%
Occasional	0%	100%	15%
Total Enrolments	**69%**	**31%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**69%**	**31%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			2.9%
Research (L9/10) % FTE L8 and All PG			1.5%
Research (L10) % FTE L8 and All PG			0.7%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	87	8%
Social Science, Business & Law	332	29%
Science	185	16%
Engineering, Manufacturing & Construction	154	14%
Agriculture & Veterinary	0	0%
Health & Welfare	258	23%
Services	121	11%
Combined	0	0%
Total	**1,137**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	15	100%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**15**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,503	31%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	50	1%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		22%
from the institution's county and bordering counties		78%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	265	23%
Estimate: Entrants with Disability (EAS)	106	9%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	296	26%

INTERNATIONALISATION

	No	%
International Students (Full-time)		
(% of Full-time Enrolments)	168	5%
EU	15	9%
Non-EU	153	91%
Erasmus Students Outgoing (excl. work placements)	8	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	18%
Level 7	26%
Level 6	28%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.1
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€0
IRCSET Funding 2010 per Academic Staff	€167
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€1,302

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	0
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**319**	**100%**
Academic Staff	194	61%
Support staff	125	39%
Contract Research & Specialist Staff	**41**	**100%**
Academic Staff	22	55%
Support staff	18	45%
Total Staff	**359**	**100%**
Total Academic	216	60%
Total Support	143	40%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	21.3	

Staff Age Profile (Proportion of staff aged…)	%
20-39	30%
40-54	52%
55 and above	19%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	83%
Full-time Academic Staff with PhD qualification	18%
All Academic Staff with Masters or higher qualification	81%
All Academic Staff with PhD qualification	16%

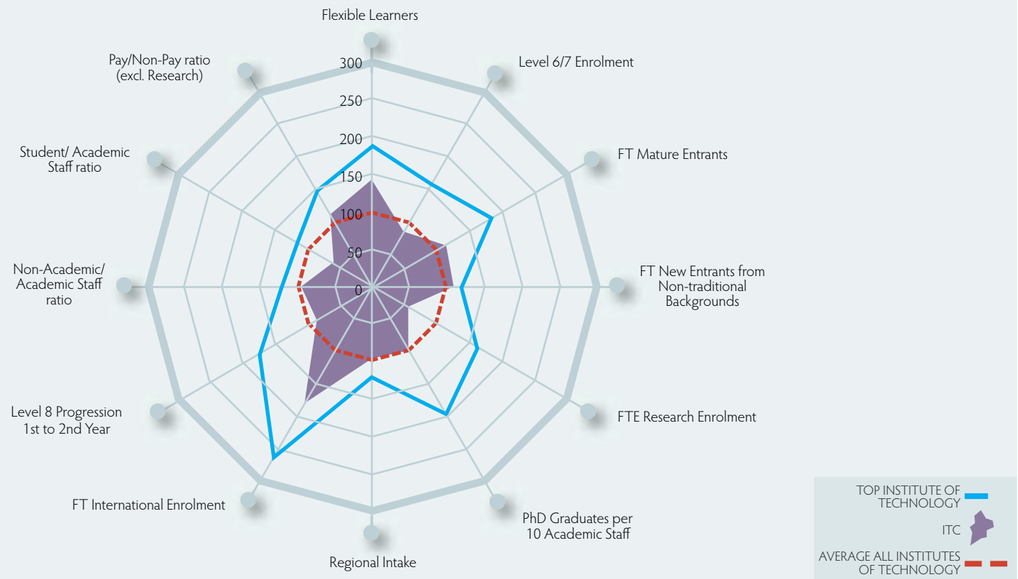
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**36,500**	**100%**
State Grants	17,217	47%
Fees	12,275	34%
Exchequer	5,021	14%
Non-Exchequer	7,254	20%
Research Grants & Contracts	1,827	5%
Other Income	5,181	14%
Total Expenditure	**33,864**	**100%**
Core - Pay	22,835	67%
Core - Non-Pay	9,620	28%
Research Grants & Contracts - Pay	513	2%
Research Grants & Contracts - Non-Pay	896	3%
Total Expenditure per Student (RGAM)[1]	**€7,678**	
Total Expenditure per Student (SRS)[2]	**€7,336**	
Exchequer/Non-Exchequer Fees Ratio	0.7	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.2	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.4	

SPACE

	m^2
Net Space per FTE Student	6.9
Gross Space per FTE Student	9.1

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



INSTITUTE OF TECHNOLOGY SLIGO

IT Sligo
An Institiúid Teicneolaíochta, Sligeach

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,203

Graduates

	No.	%
Undergraduate Graduates	1,707	95%
Postgraduate Graduates	81	5%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**785**	**785**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	785	785
of which are apprenticeships	0	785	785
Undergraduate	***3,770***	***439***	***4,209***
Diploma/Cert	246	257	503
Ordinary Degree (L7)	2,115	143	2,258
Honours Degree (L8)	1,409	39	1,448
Occasional	0	0	0
Postgraduate	***85***	***48***	***133***
Postgrad Diploma/Cert	13	0	13
Masters Taught (L9)	3	8	11
Masters Research (L9)	56	0	56
PhD (L10)	13	0	13
Occasional	0	40	40
Total Enrolments	**3,855**	**487**	**4,342**
Distance Education		415	415
E-Learning		515	515
In-Service Education		3	3
Total Enrols incl. Flexible Learning	**3,855**	**1,420**	**5,275**
Research (L9/10) FTE			76
Research (L9/10) FTE			69
Research (L10) FTE			13

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**100%**	**100%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	100%	100%
of which are apprenticeships	0%	100%	100%
Undergraduate	***90%***	***10%***	***97%***
Diploma/Cert	49%	51%	12%
Ordinary Degree (L7)	94%	6%	54%
Honours Degree (L8)	97%	3%	34%
Occasional	0%	0%	0%
Postgraduate	***64%***	***36%***	***3%***
Postgrad Diploma/Cert	100%	0%	10%
Masters Taught (L9)	27%	73%	8%
Masters Research (L9)	100%	0%	42%
PhD (L10)	100%	0%	10%
Occasional	0%	100%	30%
Total Enrolments	**89%**	**11%**	**100%**
Distance Education			7.9%
E-Learning			9.8%
In-Service Education			0.1%
Total Enrols incl. Flexible Learning	**73%**	**27%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			4.9%
Research (L9/10) % FTE L8 and All PG			4.5%
Research (L10) % FTE L8 and All PG			0.8%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	108	9%
Social Science, Business & Law	265	22%
Science	194	16%
Engineering, Manufacturing & Construction	156	13%
Agriculture & Veterinary	21	2%
Health & Welfare	196	16%
Services	263	22%
Combined	0	0%
Total	**1,203**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	6	46%
Science	4	31%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	3	23%
Services	0	0%
Combined	0	0%
Total	**13**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,420	27%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	207	5%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		26%
from the institution's county and bordering counties		63%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	253	21%
Estimate: Entrants with Disability (EAS)	82	7%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	309	26%

INTERNATIONALISATION

	No	%
International Students (Full-time)	36	1%
(% of Full-time Enrolments)		
EU	25	69%
Non-EU	11	31%
Erasmus Students Outgoing (excl. work placements)	8	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	10%
Level 7	24%
Level 6	38%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.1
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€141
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€116
SFI Funding 2010 per Academic Staff	€384
TSR Funding 2010 per Academic Staff	€529

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	4
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	1

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	2	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**420**	**100%**
Academic Staff	262	62%
Support staff	158	38%
Contract Research & Specialist Staff	**41**	**100%**
Academic Staff	27	66%
Support staff	14	34%
Total Staff	**461**	**100%**
Total Academic	289	63%
Total Support	172	37%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	15.6	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	29%
40-54	51%
55 and above	19%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	86%
Full-time Academic Staff with PhD qualification	23%
All Academic Staff with Masters or higher qualification	84%
All Academic Staff with PhD qualification	22%

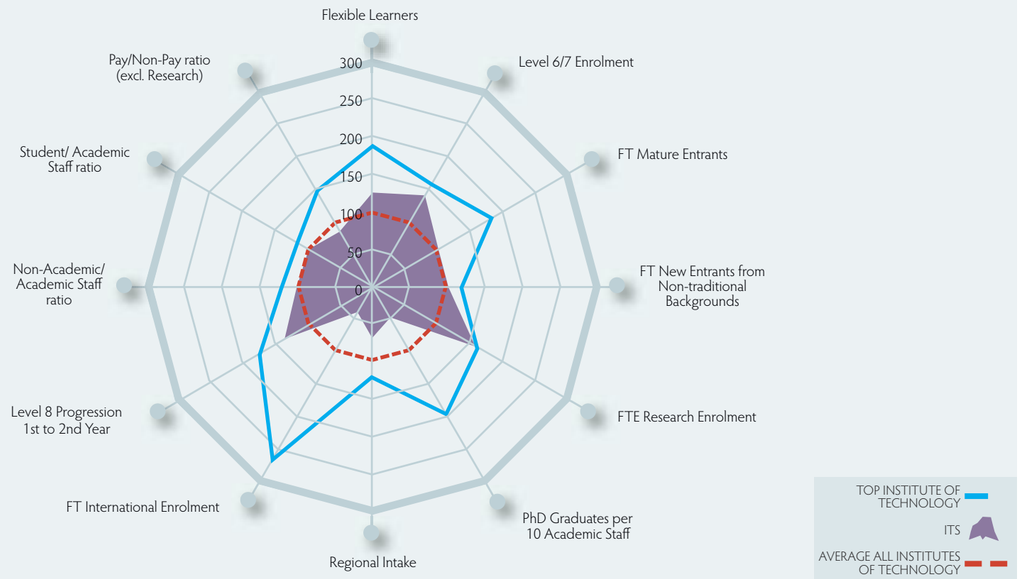
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**45,575**	**100%**
State Grants	19,580	43%
Fees	17,646	39%
Exchequer	6,600	14%
Non-Exchequer	11,046	24%
Research Grants & Contracts	1,817	4%
Other Income	6,532	14%
Total Expenditure	**39,329**	**100%**
Core - Pay	28,652	73%
Core - Non-Pay	8,931	23%
Research Grants & Contracts - Pay	972	2%
Research Grants & Contracts - Non-Pay	774	2%
Total Expenditure per Student (RGAM)[1]	**€8,910**	
Total Expenditure per Student (SRS)[2]	**€8,484**	
Exchequer/Non-Exchequer Fees Ratio	0.6	
Pay/Non-Pay Expenditure Ratio (incl. Research)	3.1	
Pay/Non-Pay Expenditure Ratio (excl. Research)	3.2	

SPACE

	m^2
Net Space per FTE Student	6.9
Gross Space per FTE Student	10.0

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



INSTITUTE OF TECHNOLOGY TALLAGHT

ITT DUBLIN
CELEBRATING 20 YEARS
Institute of Technology Tallaght
Institiúid Teicneolaíochta Tamhlacht
20

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,014

Graduates

	No.	%
Undergraduate Graduates	988	95%
Postgraduate Graduates	55	5%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**233**	**233**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	233	233
of which are apprenticeships	0	208	208
Undergraduate	***2,745***	***1,249***	***3,994***
Diploma/Cert	426	265	691
Ordinary Degree (L7)	1,053	550	1,603
Honours Degree (L8)	1,266	159	1,425
Occasional	0	275	275
Postgraduate	***64***	***80***	***144***
Postgrad Diploma/Cert	0	43	43
Masters Taught (L9)	0	33	33
Masters Research (L9)	36	3	39
PhD (L10)	28	1	29
Occasional	0	0	0
Total Enrolments	**2,809**	**1,329**	**4,138**
Distance Education		616	616
E-Learning		N/A	N/A
In-Service Education		N/A	N/A
Total Enrols incl. Flexible Learning	**2,809**	**1,945**	**4,754**
Research (L9/10) FTE			83
Research (L9) FTE			66
Research (L10) FTE			29

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**100%**	**100%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	100%	100%
of which are apprenticeships	0%	100%	89%
Undergraduate	***69%***	***31%***	***97%***
Diploma/Cert	62%	38%	17%
Ordinary Degree (L7)	66%	34%	40%
Honours Degree (L8)	89%	11%	36%
Occasional	0%	100%	7%
Postgraduate	***44%***	***56%***	***3%***
Postgrad Diploma/Cert	0%	100%	30%
Masters Taught (L9)	0%	100%	23%
Masters Research (L9)	92%	8%	27%
PhD (L10)	97%	3%	20%
Occasional	0%	0%	0%
Total Enrolments	**68%**	**32%**	**100%**
Distance Education			13.0%
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**59%**	**41%**	**100%**
Research (L9/10) % FTE L8 and All PG			5.7%
Research (L9/10) % FTE L8 and All PG			4.6%
Research (L10) % FTE L8 and All PG			2.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	46	5%
Education Science	0	0%
Humanities & Arts	44	4%
Social Science, Business & Law	388	38%
Science	199	20%
Engineering, Manufacturing & Construction	217	21%
Agriculture & Veterinary	0	0%
Health & Welfare	53	5%
Services	67	7%
Combined	0	0%
Total	**1,014**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	6	21%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	22	76%
Engineering, Manufacturing & Construction	1	3%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**29**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,945	41%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	104	2%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		81%
from the institution's county and bordering counties		97%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	135	13%
Estimate: Entrants with Disability (EAS)	99	10%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	283	28%

INTERNATIONALISATION

	No	%
International Students (Full-time)	4	0%
(% of Full-time Enrolments)		
EU	2	50%
Non-EU	2	50%
Erasmus Students Outgoing (excl. work placements)	31	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	25%
Level 7	33%
Level 6	31%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.3
PRTLI Funding 2010 (in € 000)	2,117
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€1,289
IRCSET Funding 2010 per Academic Staff	N/A
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€779
TSR Funding 2010 per Academic Staff	€2,404

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	0
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**303**	**100%**
Academic Staff	190	63%
Support staff	114	37%
Contract Research & Specialist Staff	**32**	**100%**
Academic Staff	22	69%
Support staff	10	31%
Total Staff	**335**	**100%**
Total Academic	212	63%
Total Support	123	37%
Non-Academic/Academic Staff Ratio (Core)	0.6	
Student/Academic Staff Ratio (FTE/Core)	18.3	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	29%
40-54	56%
55 and above	15%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	90%
Full-time Academic Staff with PhD qualification	29%
All Academic Staff with Masters or higher qualification	87%
All Academic Staff with PhD qualification	26%

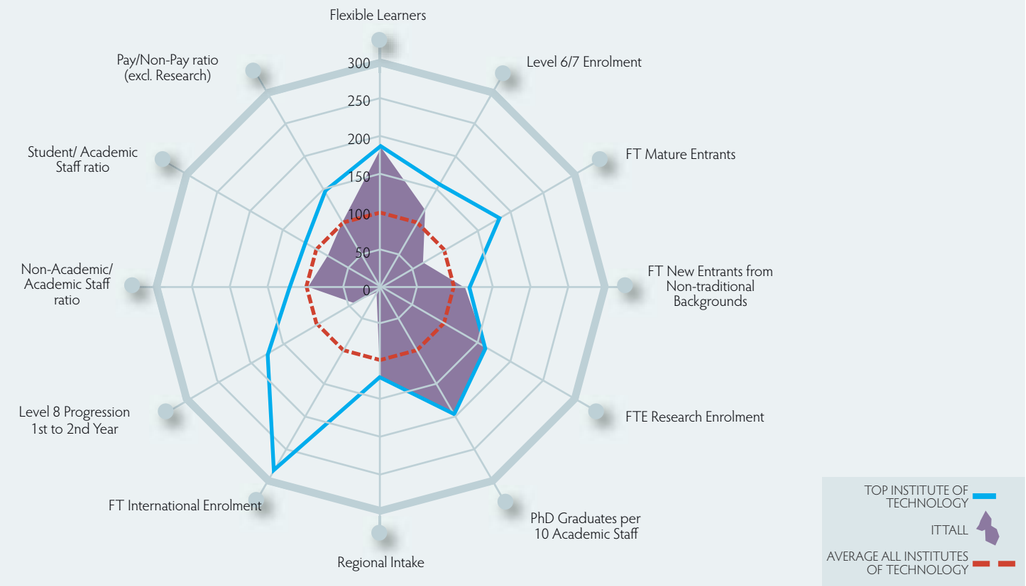
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**38,067**	**100%**
State Grants	17,589	46%
Fees	11,267	30%
Exchequer	3,672	10%
Non-Exchequer	7,595	20%
Research Grants & Contracts	2,851	7%
Other Income	6,360	17%
Total Expenditure	**35,376**	**100%**
Core - Pay	23,494	66%
Core - Non-Pay	9,031	26%
Research Grants & Contracts - Pay	1,821	5%
Research Grants & Contracts - Non-Pay	1,030	3%
Total Expenditure per Student (RGAM)[1]	**€9,175**	
Total Expenditure per Student (SRS)[2]	**€8,355**	
Exchequer/Non-Exchequer Fees Ratio	0.5	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.5	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6	

SPACE

	m^2
Net Space per FTE Student	5.8
Gross Space per FTE Student	8.4

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



INSTITUTE OF TECHNOLOGY TRALEE

INSTITUTE OF TECHNOLOGY
TRALEE
INSTITIÚID TEICNEOLAÍOCHTA TRÁ LÍ

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	832

Graduates

	No.	%
Undergraduate Graduates	689	95%
Postgraduate Graduates	40	5%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**107**	**287**	**394**
Foundation	94	0	94
FETAC Cert	0	0	0
FETAC Advanced Cert	13	287	300
of which are apprenticeships	0	277	277
Undergraduate	***2,369***	***273***	***2,642***
Diploma/Cert	429	27	456
Ordinary Degree (L7)	862	101	963
Honours Degree (L8)	1,078	22	1,100
Occasional	0	123	123
Postgraduate	***30***	***39***	***69***
Postgrad Diploma/Cert	0	19	19
Masters Taught (L9)	18	13	31
Masters Research (L9)	9	2	11
PhD (L10)	3	5	8
Occasional	0	0	0
Total Enrolments	**2,399**	**312**	**2,711**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**2,399**	**312**	**2,711**
Research & Taught (L9/10) FTE			40
Research (L9/10) FTE			16
Research (L10) FTE			6

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**27%**	**73%**	**100%**
Foundation	100%	0%	24%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	4%	96%	76%
of which are apprenticeships	0%	100%	70%
Undergraduate	***90%***	***10%***	***97%***
Diploma/Cert	94%	6%	17%
Ordinary Degree (L7)	90%	10%	36%
Honours Degree (L8)	98%	2%	42%
Occasional	0%	100%	5%
Postgraduate	***43%***	***57%***	***3%***
Postgrad Diploma/Cert	0%	100%	28%
Masters Taught (L9)	58%	42%	45%
Masters Research (L9)	82%	18%	16%
PhD (L10)	38%	63%	12%
Occasional	0%	0%	0%
Total Enrolments	**88%**	**12%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**88%**	**12%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			3.5%
Research (L9/10) % FTE L8 and All PG			1.4%
Research (L10) % FTE L8 and All PG			0.5%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	74	9%
Social Science, Business & Law	145	17%
Science	115	14%
Engineering, Manufacturing & Construction	94	11%
Agriculture & Veterinary	28	3%
Health & Welfare	181	22%
Services	195	23%
Combined	0	0%
Total	**832**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	3	38%
Humanities & Arts	3	38%
Social Science, Business & Law	1	13%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	1	13%
Services	0	0%
Combined	0	0%
Total	**8**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	312	12%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	111	3%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		66%
from the institution's county and bordering counties		89%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	203	24%
Estimate: Entrants with Disability (EAS)	88	11%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	206	25%

INTERNATIONALISATION

	No	%
International Students (Full-time)	21	1%
(% of Full-time Enrolments)		
EU	9	43%
Non-EU	12	57%
Erasmus Students Outgoing (excl. work placements)	1	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	12%
Level 7	20%
Level 6	21%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€292
IRCSET Funding 2010 per Academic Staff	€358
IRCHSS Funding 2010 per Academic Staff	€91
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€299

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	1
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	1	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**306**	**100%**
Academic Staff	201	66%
Support staff	105	34%
Contract Research & Specialist Staff	**14**	**100%**
Academic Staff	1	5%
Support staff	13	95%
Total Staff	**319**	**100%**
Total Academic	201	63%
Total Support	118	37%
Non-Academic/Academic Staff Ratio (Core)	0.5	
Student/Academic Staff Ratio (FTE/Core)	12.7	

Staff Age Profile (Proportion of staff aged…)	%
20-39	31%
40-54	55%
55 and above	14%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	95%
Full-time Academic Staff with PhD qualification	19%
All Academic Staff with Masters or higher qualification	90%
All Academic Staff with PhD qualification	17%

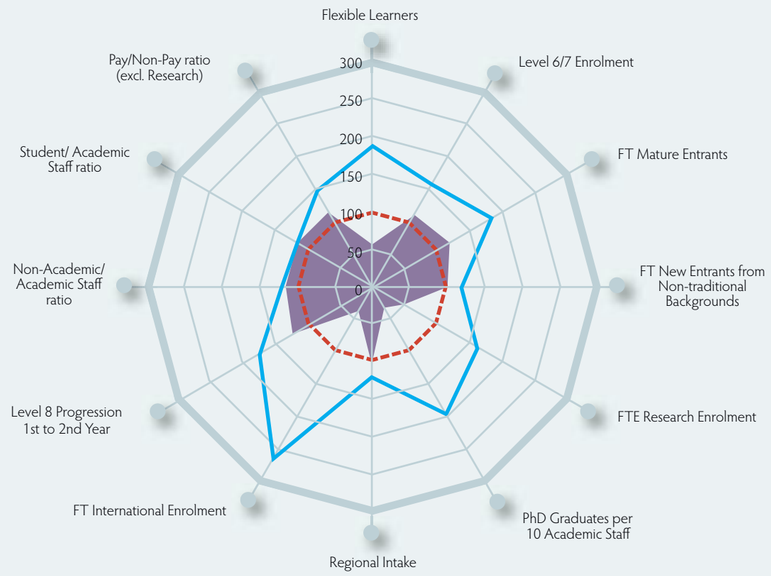
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**36,177**	**100%**
State Grants	17,983	50%
Fees	10,213	28%
Exchequer	4,620	13%
Non-Exchequer	5,593	15%
Research Grants & Contracts	2,538	7%
Other Income	5,443	15%
Total Expenditure	**34,626**	**100%**
Core - Pay	21,906	63%
Core - Non-Pay	10,174	29%
Research Grants & Contracts - Pay	1,364	4%
Research Grants & Contracts - Non-Pay	1,182	3%
Total Expenditure per Student (RGAM)[1]	**€12,416**	
Total Expenditure per Student (SRS)[2]	**€11,420**	
Exchequer/Non-Exchequer Fees Ratio	0.8	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.0	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.2	

SPACE

	m^2
Net Space per FTE Student	7.9
Gross Space per FTE Student	11.2

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



LETTERKENNY INSTITUTE OF TECHNOLOGY

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Institiúid Teicneolaíochta
Leitir Ceanainn
Letterkenny Institute
of Technology

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	751

Graduates

	No.	%
Undergraduate Graduates	720	96%
Postgraduate Graduates	29	4%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**145**	**37**	**182**
Foundation	129	27	156
FETAC Cert	0	0	0
FETAC Advanced Cert	16	10	26
of which are apprenticeships	0	0	0
Undergraduate	***2,479***	***354***	***2,833***
Diploma/Cert	226	67	293
Ordinary Degree (L7)	1,646	144	1,790
Honours Degree (L8)	607	88	695
Occasional	0	55	55
Postgraduate	***89***	***47***	***136***
Postgrad Diploma/Cert	43	0	43
Masters Taught (L9)	34	45	79
Masters Research (L9)	12	2	14
PhD (L10)	0	0	0
Occasional	0	0	0
Total Enrolments	**2,568**	**401**	**2,969**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**2,568**	**401**	**2,969**
Research & Taught (L9/10) FTE			70
Research (L9/10) FTE			13
Research (L10) FTE			0

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**80%**	**20%**	**100%**
Foundation	83%	17%	86%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	62%	38%	14%
of which are apprenticeships	0%	0%	0%
Undergraduate	***88%***	***12%***	***95%***
Diploma/Cert	77%	23%	10%
Ordinary Degree (L7)	92%	8%	63%
Honours Degree (L8)	87%	13%	25%
Occasional	0%	100%	2%
Postgraduate	***65%***	***35%***	***5%***
Postgrad Diploma/Cert	100%	0%	32%
Masters Taught (L9)	43%	57%	58%
Masters Research (L9)	86%	14%	10%
PhD (L10)	0%	0%	0%
Occasional	0%	0%	0%
Total Enrolments	**86%**	**14%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**86%**	**14%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			9.1%
Research (L9/10) % FTE L8 and All PG			1.7%
Research (L10) % FTE L8 and All PG			0.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	58	8%
Social Science, Business & Law	203	27%
Science	166	22%
Engineering, Manufacturing & Construction	149	20%
Agriculture & Veterinary	16	2%
Health & Welfare	92	12%
Services	67	9%
Combined	0	0%
Total	**751**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**0**	**0%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	401	14%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	49	1%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		79%
from the institution's county and bordering counties		84%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	156	21%
Estimate: Entrants with Disability (EAS)	70	9%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	207	28%

INTERNATIONALISATION

	No	%
International Students (Full-time)	78	3%
(% of Full-time Enrolments)		
EU	53	68%
Non-EU	25	32%
Erasmus Students Outgoing (excl. work placements)	9	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	4%
Level 7	25%
Level 6	19%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€746
IRCSET Funding 2010 per Academic Staff	€166
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€1,434

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	2
Patent applications - all other areas except Ireland	0
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**311**	**100%**
Academic Staff	179	57%
Support staff	132	43%
Contract Research & Specialist Staff	**25**	**100%**
Academic Staff	0	0%
Support staff	25	100%
Total Staff	**335**	**100%**
Total Academic	179	53%
Total Support	157	47%
Non-Academic/Academic Staff Ratio (Core)	0.7	
Student/Academic Staff Ratio (FTE/Core)	15.5	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	21%
40-54	59%
55 and above	20%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	85%
Full-time Academic Staff with PhD qualification	16%
All Academic Staff with Masters or higher qualification	83%
All Academic Staff with PhD qualification	14%

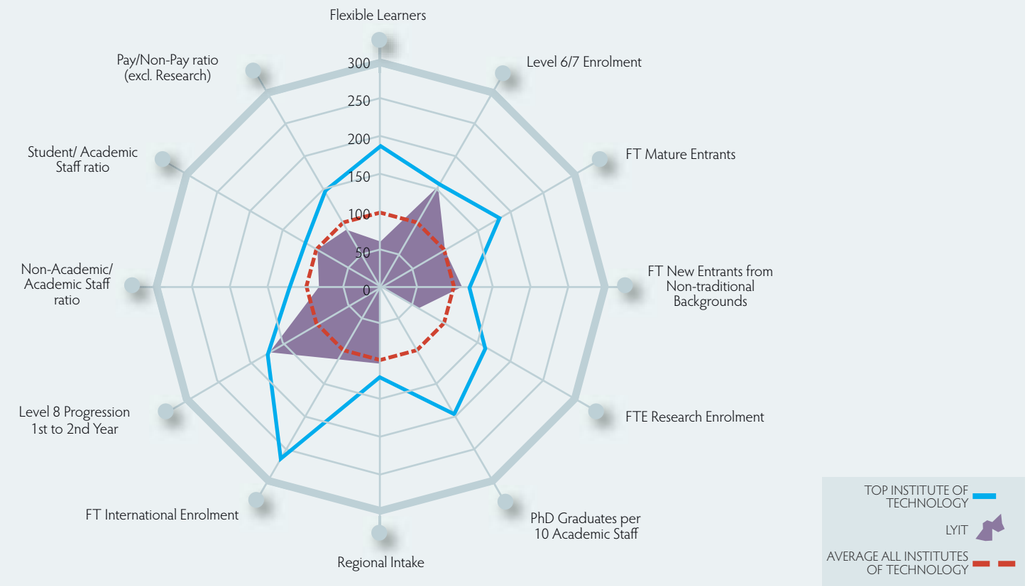
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**35,033**	**100%**
State Grants	18,715	53%
Fees	9,586	27%
Exchequer	4,794	14%
Non-Exchequer	4,792	14%
Research Grants & Contracts	1,358	4%
Other Income	5,374	15%
Total Expenditure	**32,069**	**100%**
Core - Pay	23,011	72%
Core - Non-Pay	7,700	24%
Research Grants & Contracts - Pay	1,068	3%
Research Grants & Contracts - Non-Pay	290	1%
Total Expenditure per Student (RGAM)[1]	**€10,637**	
Total Expenditure per Student (SRS)[2]	**€10,147**	
Exchequer/Non-Exchequer Fees Ratio	1.0	
Pay/Non-Pay Expenditure Ratio (incl. Research)	3.0	
Pay/Non-Pay Expenditure Ratio (excl. Research)	3.0	

SPACE

	m^2
Net Space per FTE Student	6.9
Gross Space per FTE Student	9.8

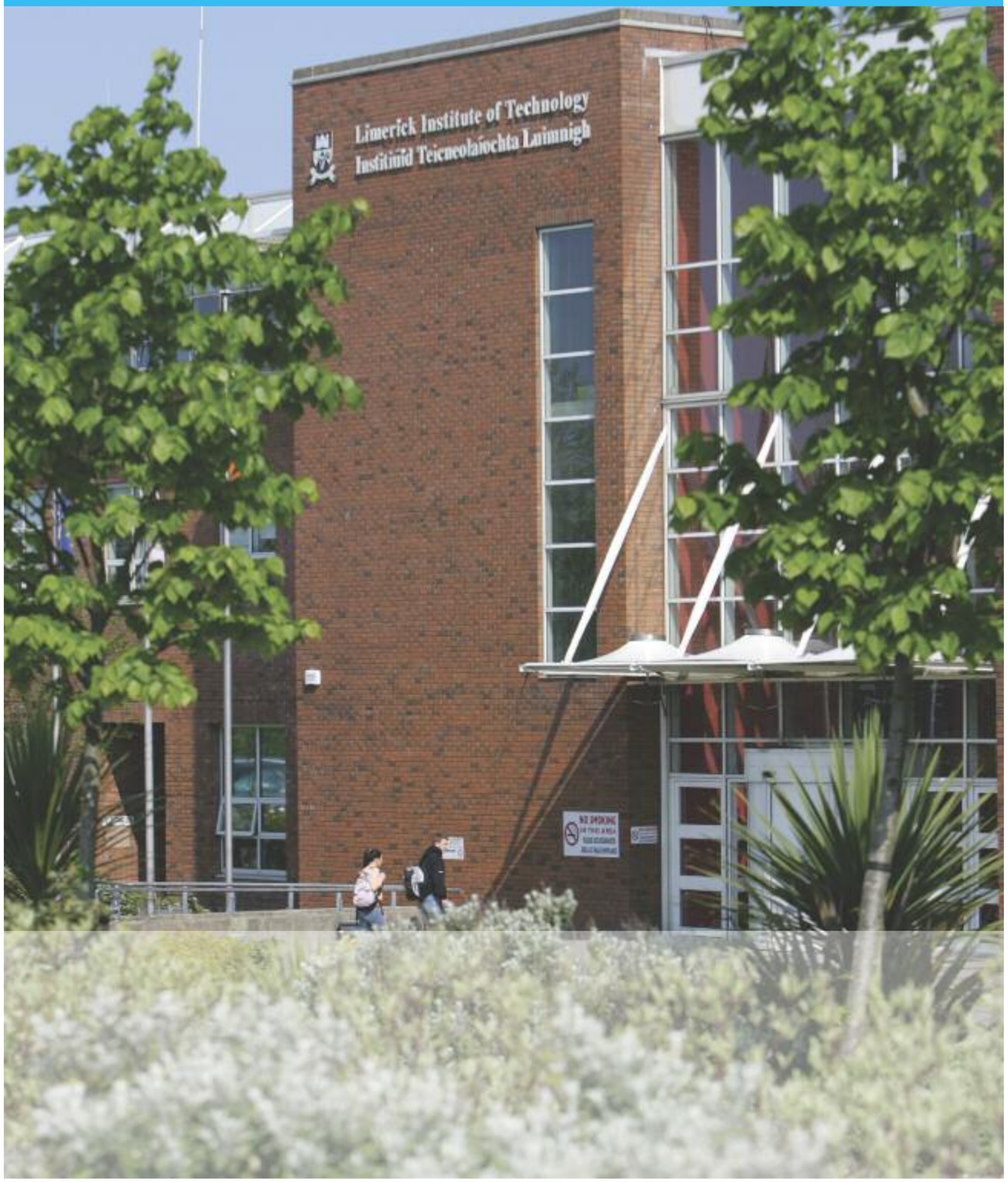
[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



LIMERICK INSTITUTE OF TECHNOLOGY

LIT

Active Leadership in Education, Enterprise and Engagement



STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	1,250

Graduates

	No.	%
Undergraduate Graduates	1,251	97%
Postgraduate Graduates	37	3%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**5**	**725**	**730**
Foundation	0	27	27
FETAC Cert	1	40	41
FETAC Advanced Cert	4	658	662
of which are apprenticeships	0	658	658
Undergraduate	***4,012***	***804***	***4,816***
Diploma/Cert	661	160	821
Ordinary Degree (L7)	1,005	261	1,266
Honours Degree (L8)	2,346	150	2,496
Occasional	0	233	233
Postgraduate	***113***	***55***	***168***
Postgrad Diploma/Cert	30	0	30
Masters Taught (L9)	42	27	69
Masters Research (L9)	40	3	43
PhD (L10)	1	0	1
Occasional	0	25	25
Total Enrolments	**4,125**	**859**	**4,984**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**4,125**	**859**	**4,984**
Research & Taught (L9/10) FTE			98
Research (L9/10) FTE			43
Research (L10) FTE			1

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**1%**	**99%**	**100%**
Foundation	0%	100%	4%
FETAC Cert	2%	98%	6%
FETAC Advanced Cert	1%	99%	91%
of which are apprenticeships	0%	100%	90%
Undergraduate	***83%***	***17%***	***97%***
Diploma/Cert	81%	19%	17%
Ordinary Degree (L7)	79%	21%	26%
Honours Degree (L8)	94%	6%	52%
Occasional	0%	100%	5%
Postgraduate	***67%***	***33%***	***3%***
Postgrad Diploma/Cert	100%	0%	18%
Masters Taught (L9)	61%	39%	41%
Masters Research (L9)	93%	7%	26%
PhD (L10)	100%	0%	1%
Occasional	0%	100%	15%
Total Enrolments	**83%**	**17%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**83%**	**17%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			3.8%
Research (L9/10) % FTE L8 and All PG			1.7%
Research (L10) % FTE L8 and All PG			0.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	167	13%
Education Science	0	0%
Humanities & Arts	91	7%
Social Science, Business & Law	242	19%
Science	161	13%
Engineering, Manufacturing & Construction	327	26%
Agriculture & Veterinary	0	0%
Health & Welfare	154	12%
Services	108	9%
Combined	0	0%
Total	**1,250**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	1	100%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**1**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	859	17%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	50	1%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		40%
from the institution's county and bordering counties		80%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	295	24%
Estimate: Entrants with Disability (EAS)	74	6%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	293	24%

INTERNATIONALISATION

	No	%
International Students (Full-time)	17	0%
(% of Full-time Enrolments)		
EU	8	47%
Non-EU	9	53%
Erasmus Students Outgoing (excl. work placements)	13	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	18%
Level 7	23%
Level 6	28%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€3,033
IRCSET Funding 2010 per Academic Staff	€351
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€104

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	1
Patent applications - all other areas except Ireland	1
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	0	
Spin-out companies created	0	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**439**	**100%**
Academic Staff	293	67%
Support staff	146	33%
Contract Research & Specialist Staff	**55**	**100%**
Academic Staff	15	28%
Support staff	40	72%
Total Staff	**494**	**100%**
Total Academic	308	62%
Total Support	186	38%
Non-Academic/Academic Staff Ratio (Core)	0.5	
Student/Academic Staff Ratio (FTE/Core)	15.6	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	35%
40-54	46%
55 and above	19%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	80%
Full-time Academic Staff with PhD qualification	14%
All Academic Staff with Masters or higher qualification	78%
All Academic Staff with PhD qualification	14%

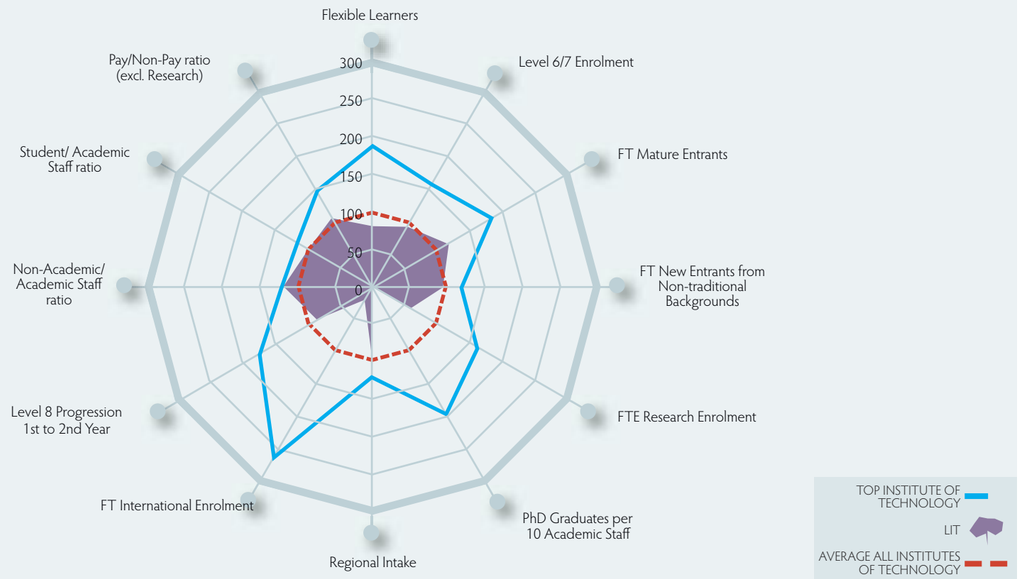
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**50,011**	**100%**
State Grants	21,361	43%
Fees	15,975	32%
Exchequer	7,458	15%
Non-Exchequer	8,517	17%
Research Grants & Contracts	3,314	7%
Other Income	9,361	19%
Total Expenditure	**46,198**	**100%**
Core - Pay	30,652	66%
Core - Non-Pay	12,232	26%
Research Grants & Contracts - Pay	2,062	4%
Research Grants & Contracts - Non-Pay	1,252	3%
Total Expenditure per Student (RGAM)[1]	**€9,472**	
Total Expenditure per Student (SRS)[2]	**€8,744**	
Exchequer/Non-Exchequer Fees Ratio	0.9	
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.4	
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.5	

SPACE

	m^2
Net Space per FTE Student	8.5
Gross Space per FTE Student	10.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



TIPPERARY INSTITUTE

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	286

Graduates

	No.	%
Undergraduate Graduates	83	100%
Postgraduate Graduates	0	0%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0**	**0**	**0**
Foundation	0	0	0
FETAC Cert	0	0	0
FETAC Advanced Cert	0	0	0
of which are apprenticeships	0	0	0
Undergraduate	***671***	***344***	***1,015***
Diploma/Cert	116	2	118
Ordinary Degree (L7)	179	3	182
Honours Degree (L8)	376	1	377
Occasional	0	338	338
Postgraduate	***0***	***0***	***0***
Postgrad Diploma/Cert	0	0	0
Masters Taught (L9)	0	0	0
Masters Research (L9)	0	0	0
PhD (L10)	0	0	0
Occasional	0	0	0
Total Enrolments	**671**	**344**	**1,015**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**671**	**344**	**1,015**
Research & Taught (L9/10) FTE			0
Research (L9/10) FTE			0
Research (L10) FTE			0

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**0%**	**0%**	**0%**
Foundation	0%	0%	0%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	0%	0%
of which are apprenticeships	0%	0%	0%
Undergraduate	***66%***	***34%***	***100%***
Diploma/Cert	98%	2%	12%
Ordinary Degree (L7)	98%	2%	18%
Honours Degree (L8)	100%	0%	37%
Occasional	0%	100%	33%
Postgraduate	***0%***	***0%***	***0%***
Postgrad Diploma/Cert	0%	0%	0%
Masters Taught (L9)	0%	0%	0%
Masters Research (L9)	0%	0%	0%
PhD (L10)	0%	0%	0%
Occasional	0%	0%	0%
Total Enrolments	**66%**	**34%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**66%**	**34%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			0.0%
Research (L9/10) % FTE L8 and All PG			0.0%
Research (L10) % FTE L8 and All PG			0.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	133	47%
Science	153	53%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**286**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	0	0%
Social Science, Business & Law	0	0%
Science	0	0%
Engineering, Manufacturing & Construction	0	0%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	0	0%
Combined	0	0%
Total	**0**	**0%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	344	34%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	33	1%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		60%
from the institution's county and bordering counties		89%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	107	37%
Estimate: Entrants with Disability (EAS)	35	12%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	78	28%

INTERNATIONALISATION

	No	%
International Students (Full-time)	3	0%
(% of Full-time Enrolments)		
EU	1	33%
Non-EU	2	67%
Erasmus Students Outgoing (excl. work placements)	2	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	N/A
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.0
PRTLI Funding 2010 (in € 000)	0
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€0
IRCSET Funding 2010 per Academic Staff	€0
IRCHSS Funding 2010 per Academic Staff	€0
SFI Funding 2010 per Academic Staff	€0
TSR Funding 2010 per Academic Staff	€0

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	N/A
Patent applications - all other areas except Ireland	N/A
Patents granted - Ireland only	N/A
Patents granted - all other areas except Ireland	N/A

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	N/A	
Spin-out companies created	N/A	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**99**	**100%**
Academic Staff	54	54%
Support staff	46	46%
Contract Research & Specialist Staff	**5**	**100%**
Academic Staff	1	30%
Support staff	3	70%
Total Staff	**104**	**100%**
Total Academic	55	53%
Total Support	49	47%
Non-Academic/Academic Staff Ratio (Core)	0.8	
Student/Academic Staff Ratio (FTE/Core)	15.6	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	N/A
40-54	N/A
55 and above	N/A

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	N/A
Full-time Academic Staff with PhD qualification	N/A
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

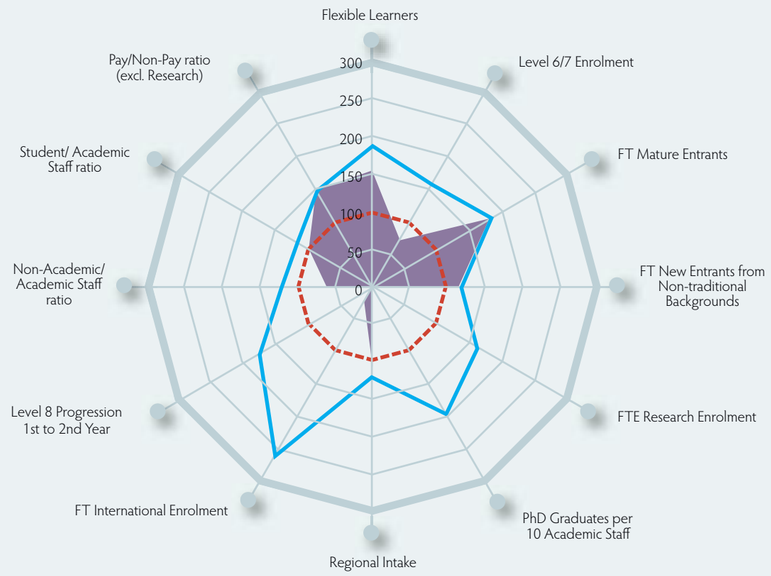
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**15,132**	**100%**
State Grants	8,553	57%
Fees	1,851	12%
Exchequer	849	6%
Non-Exchequer	1,002	7%
Research Grants & Contracts	1,136	8%
Other Income	3,592	24%
Total Expenditure	**14,480**	**100%**
Core - Pay	7,928	55%
Core - Non-Pay	5,470	38%
Research Grants & Contracts - Pay	512	4%
Research Grants & Contracts - Non-Pay	570	4%
Total Expenditure per Student (RGAM)[1]	**€16,801**	
Total Expenditure per Student (SRS)[2]	**€15,517**	
Exchequer/Non-Exchequer Fees Ratio	0.8	
Pay/Non-Pay Expenditure Ratio (incl. Research)	1.4	
Pay/Non-Pay Expenditure Ratio (excl. Research)	1.4	

SPACE

	m^2
Net Space per FTE Student	13.8
Gross Space per FTE Student	20.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



WATERFORD INSTITUTE OF TECHNOLOGY

Waterford Institute *of* Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	2,013

Graduates

	No.	%
Undergraduate Graduates	1,860	80%
Postgraduate Graduates	477	20%

Enrolments

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**115**	**359**	**474**
Foundation	115	0	115
FETAC Cert	0	0	0
FETAC Advanced Cert	0	359	359
of which are apprenticeships	0	298	298
Undergraduate	***6,155***	***1,128***	***7,283***
Diploma/Cert	736	616	1,352
Ordinary Degree (L7)	1,460	185	1,645
Honours Degree (L8)	3,935	193	4,128
Occasional	24	134	158
Postgraduate	***425***	***366***	***791***
Postgrad Diploma/Cert	39	53	92
Masters Taught (L9)	250	274	524
Masters Research (L9)	101	22	123
PhD (L10)	35	17	52
Occasional	0	0	0
Total Enrolments	**6,580**	**1,494**	**8,074**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**6,580**	**1,494**	**8,074**
Research & Taught (L9/10) FTE			543
Research (L9/10) FTE			156
Research (L10) FTE			44

	Full-time	Part-time	Total
Other Enrolments (IoTs only)	**24%**	**76%**	**100%**
Foundation	100%	0%	24%
FETAC Cert	0%	0%	0%
FETAC Advanced Cert	0%	100%	76%
of which are apprenticeships	0%	100%	63%
Undergraduate	***85%***	***15%***	***90%***
Diploma/Cert	54%	46%	19%
Ordinary Degree (L7)	89%	11%	23%
Honours Degree (L8)	95%	5%	57%
Occasional	15%	85%	2%
Postgraduate	***54%***	***46%***	***10%***
Postgrad Diploma/Cert	42%	58%	12%
Masters Taught (L9)	48%	52%	66%
Masters Research (L9)	82%	18%	16%
PhD (L10)	67%	33%	7%
Occasional	0%	0%	0%
Total Enrolments	**81%**	**19%**	**100%**
Distance Education			N/A
E-Learning			N/A
In-Service Education			N/A
Total Enrols incl. Flexible Learning	**81%**	**19%**	**100%**
Research & Taught (L9/10) % FTE L8 and All PG			11.7%
Research (L9/10) % FTE L8 and All PG			3.4%
Research (L10) % FTE L8 and All PG			0.9%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	6	0%
Education Science	0	0%
Humanities & Arts	167	8%
Social Science, Business & Law	539	27%
Science	253	13%
Engineering, Manufacturing & Construction	278	14%
Agriculture & Veterinary	105	5%
Health & Welfare	532	26%
Services	133	7%
Combined	0	0%
Total	**2,013**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	1	2%
Humanities & Arts	5	10%
Social Science, Business & Law	17	33%
Science	16	31%
Engineering, Manufacturing & Construction	10	19%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	3	6%
Combined	0	0%
Total	**52**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,494	19%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	48	1%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		34%
from the institution's county and bordering counties		81%

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)	389	19%
Estimate: Entrants with Disability (EAS)	124	6%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	478	24%

INTERNATIONALISATION

	No	%
International Students (Full-time)		
(% of Full-time Enrolments)	221	3%
EU	41	19%
Non-EU	180	81%
Erasmus Students Outgoing (excl. work placements)	33	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	21%
Level 7	22%
Level 6	26%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.2
PRTLI Funding 2010 (in € 000)	2,963
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A
FP7 Income 2007-2010 per Academic Staff	€20,605
IRCSET Funding 2010 per Academic Staff	€461
IRCHSS Funding 2010 per Academic Staff	€151
SFI Funding 2010 per Academic Staff	€3,237
TSR Funding 2010 per Academic Staff	€1,463

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	1
Patent applications - all other areas except Ireland	5
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	5	
Spin-out companies created	3	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**756**	**100%**
Academic Staff	501	66%
Support staff	255	34%
Contract Research & Specialist Staff	**134**	**100%**
Academic Staff	17	12%
Support staff	117	88%
Total Staff	**890**	**100%**
Total Academic	518	58%
Total Support	372	42%
Non-Academic/Academic Staff Ratio (Core)	0.5	
Student/Academic Staff Ratio (FTE/Core)	14.6	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	36%
40-54	46%
55 and above	18%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	84%
Full-time Academic Staff with PhD qualification	26%
All Academic Staff with Masters or higher qualification	82%
All Academic Staff with PhD qualification	24%

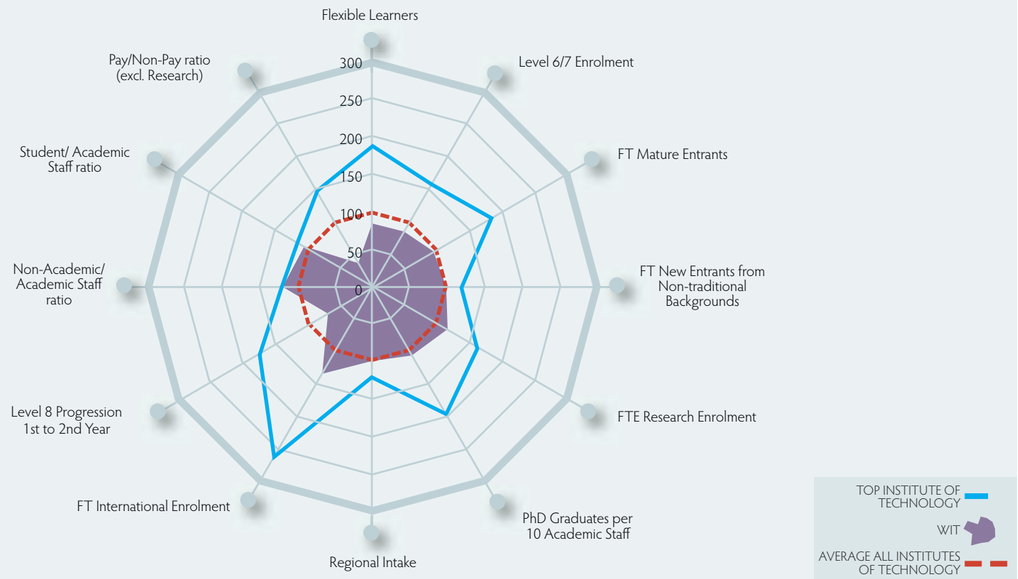
FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**85,990**	**100%**
State Grants	32,363	38%
Fees	26,723	31%
Exchequer	12,379	14%
Non-Exchequer	14,344	17%
Research Grants & Contracts	17,127	20%
Other Income	9,777	11%
Total Expenditure	**83,078**	**100%**
Core - Pay	53,902	65%
Core - Non-Pay	12,078	15%
Research Grants & Contracts - Pay	10,414	13%
Research Grants & Contracts - Non-Pay	6,684	8%
Total Expenditure per Student (RGAM)[1]	**€10,845**	
Total Expenditure per Student (SRS)[2]	**€8,511**	
Exchequer/Non-Exchequer Fees Ratio	0.9	
Pay/Non-Pay Expenditure Ratio (incl. Research)	3.4	
Pay/Non-Pay Expenditure Ratio (excl. Research)	4.5	

SPACE

	m^2
Net Space per FTE Student	7.7
Gross Space per FTE Student	9.8

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.



SECTION 3:

Towards a Performance Evaluation Framework for Irish Higher Education

Towards a Performance Evaluation Framework for Irish Higher Education

The institutional and sectoral profiles presented in section 2 of this report will be developed further on an annual iterative basis in the years to come. In their inaugural iteration, they therefore represent an initial starting-point for the Irish higher education community's collective endeavour to create a comprehensive performance evaluation framework for the sector that accommodates institutional strategic objectives as well as national priorities. The publication of these profiles marks the inauguration of a new approach that will be advanced in the years ahead by the HEA in partnership with students, academics, institutional managers, State agencies and other stakeholders. The HEA's strategic dialogue with higher education institutions will provide an important conduit through which two-way dialogue on the evolution and refinement of the profiles will take place, serving to clarify the relevance and value of the metrics utilised and the gaps in the evidence-base that need to be addressed at institutional and national levels. In the final section of this report, we offer a synopsis of the lessons that we can learn from international and national experience in the performance evaluation of higher education, and discuss how the profile templates will be developed in the immediate future.

The proliferation of global university rankings detailed in section 1.2.1 has conferred some benefits on the higher education sector. The high-profile of these rankings within public discourse has advanced the internationalisation of the sector and has raised awareness of the value of higher education and of the vital role played by higher education institutions in wider society. Furthermore, these rankings have made an important contribution to the development of the performance evaluation of higher education institutions, both in terms of raising awareness of the need for greater transparency and accountability in the strategic management of institutions and systems, and in terms of the development of indicators and data-bases. At the same time, the rankings have highlighted the limitations of our existing evidence-base for the performance evaluation of higher education, particularly in terms of the pertinence and the international comparability of the available data. One obvious limitation of global university rankings is that they evaluate higher education institutions as holistic entities, providing limited insight into their varied strengths across disciplines. It is known that, on many key indicators of higher education practice, performance varies more by discipline/faculty within institutions than it does at aggregate level between institutions. This variation by discipline is hidden within most international rankings approaches. The higher education community internationally is at an early stage of development in relation to the quality and relevance of the evidence-base underpinning core aspects of the mission of higher education.

One of the unintended consequences of global university rankings is that they have increased the imperative for the development of national frameworks which provide accurate quantitative and qualitative data on system-performance, and which are authentic to the objectives and aspirations of individual institutions and national systems.

Moving Beyond Reputation and Status

One of the main limitations of global university rankings is their strong reliance on reputational surveys.[1] Reputation is a proxy for quality, which is only very loosely correlated with high performance; and, as Rauvargers has noted, the academics who assess the reputation of their peers on behalf of the compilers of rankings 'are not in fact nominating the universities *they* consider excellent', but rather 'are restricted to pre-prepared lists, from which many universities and even whole countries have been omitted'.[2] This serves only to 'recycle and augment existing reputation' without recognising the potential of new and emerging higher education institutions.[3]

Furthermore, global university rankings are, essentially, rankings of world-class, research-intensive universities. While the immense value of these universities is not in question, it is clear that we also need to value and support the rich diversity of higher education institutions, and to recognise the specificity of the linguistic, cultural, economic and historical contexts within which they operate. Similarly, we need to ensure that the other core roles of higher education—providing teaching, facilitating learning, and engaging with wider society—are also evaluated.

Evaluating Research

Evaluating research, as one of the core roles of higher education institutions, must clearly be an integral component of any performance evaluation framework for higher education. It is of the utmost importance that we recognise the outstanding contribution of world-leading academics and institutions to the advancement of knowledge, as well as to economic development.

However, the literature suggests that there is a need to pay attention to the variations by discipline in how research activity is understood and measured. The general reliance of the compilers of global rankings on commercial databases of English-language, peer-reviewed journal articles and citations risks jeopardising the future of non-scientific disciplines with more disparate publication cultures, as well discriminating against research published in other languages. It is clear that, given the strong influence of university rankings on governments and institutions, their failure to measure the wide range of research outputs in the arts, humanities and social sciences—and more broadly to recognise the variation in publication cultures across disciplines—creates a strong bias in favour of the natural sciences, medical sciences, and life sciences in higher education policy-making and funding allocations. Publication outputs, rates of publication, citation frequencies, the number of authors per publication, and the time-frame within which research outputs are produced all vary enormously across disciplines. The collation of data on research-performance by discipline has the potential to overcome these limitations.

Protecting the integrity of research and the intellectual autonomy of academics is essential if society is to benefit from the independent critical insight that higher education institutions provide. We need to ensure that the increasing pressure on higher education institutions to attract external research funding does not erode the quality of the research undertaken or what Marginson describes as 'the freedom to be iconoclastic'.[4] In evaluating institutions' research performance we must therefore ensure that we do not focus on research outputs and income at the expense of quality and the openness of intellectual and scientific enquiry.

Evaluating Teaching and Learning

The evaluation of teaching and learning in higher education represents a significant challenge. Attempts to measure performance in this area tend to focus on inputs (students' prior academic attainment, academics' qualifications, the international mix of staff and students) and/or on outputs (retention rates, degree results, graduates' career prospects) as proxies for quality derived from available data. The ultimate and elusive challenge lies in determining the 'value added' by the education provided. Teaching and learning are complex processes, and it is difficult to establish direct causal links between the teaching provided and the students' learning outcomes, particularly when the learning process can be affected by so many

[1] Both the THE World University Rankings and the QS World University Rankings give weight to academic reputation. On the rankings produced by QS see http://www.topuniversities.com/.

[2] Rauvargers, *Global University Rankings and Their Impact*, 15.
[3] Van der Wende, 'Rankings and Classifications in Higher Education: A European Perspective', 59.
[4] Marginson, 'Are Neo-Liberal Reforms Friendly to Academic Freedom and Creativity?', 9.

factors, such as the students' level of motivation, the time that they are able to commit to their studies, the learning environment, and a host of social, cultural, psychological, and financial issues which may impact upon their overall learning experience.

In terms of the initial profiles of Irish higher education published in section 2 of this report, the data relating to student progression and the information on staff–student ratios are among the most relevant of the indicators to teaching and learning. However, neither refers directly to the quality of teaching and learning. It is important that certain indicators, such as student-progression, are considered and evaluated as part of the broader educational profiles. This diminishes the risks of unintended consequences, such as discouraging widening participation or compromising academic standards. The data provided in the profiles on student numbers, disciplinary mix, participation, and internationalisation also provides some insight into the teaching and learning environment in terms of the levels and modes of study undertaken. A sustained appreciation of the limitations of metrics will be especially important in areas as essentially qualitative as teaching and learning. For example, although the initial profiles provide accurate information on the numbers of part-time and flexible-learners undertaking programmes of higher education, they do not capture how extensively and how well technology is being used to enrich and enhance teaching and learning throughout the higher education institution.

Incorporating Student-Feedback

While the *National Strategy* recognised that 'reliable and consistent data on the outcomes of higher education from the perspective of both students and employers should be publicly available and feed into a process of continual development', the incorporation of feedback from students on the quality of their learning-experience is a notable omission from the institutional profiles presented in section 2 of this report.[5] This omission is being actively addressed through the establishment of the Irish Survey of Student Engagement (ISSE). This major national initiative, which is being introduced through a partnership approach involving the HEA and representatives of students (USI) and institutions (IUA and IOTI), will greatly enhance the availability of information on students' perspectives on quality and on the level of student-engagement with their programmes of study. The survey instrument adopted provides a holistic perspective on the student-experience, and will generate data that is internationally comparable. The analysis of the student-feedback by discipline promises to be most valuable in supporting the enhancement of teaching quality, just as the comparison of research outputs by discipline will shed greater light on research performance than data aggregated at institutional level.

Evaluating Engagement

Identified in the *National Strategy* as 'the third of the three interconnected core roles of higher education', the engagement of higher education institutions with wider society is a basic expectation in the 'knowledge economy'—both within Ireland and internationally.[6] In particular, the challenging economic climate of recent years has increased the imperative for the responsiveness of higher education institutions to the emerging skills needs of the economy, and for the production of graduates who will be 'job shapers' as well as 'job seekers' to stimulate job-creation and sustainable economic growth.[7] Within Ireland, both students and employers have articulated the need for higher education to equip graduates with the skills and competences that engender employability through the pilot of the Irish Survey of Student Engagement and of the National Survey of Employers' Views of Irish Higher Education Outcomes respectively. While higher education institutions' education of tomorrow's graduate-workforce is a key mechanism for knowledge-transfer from the sector into the labour-market, there is also great potential for collaboration and interaction between higher education institutions and employers to stimulate job-creation and economic development.

The vital importance of ensuring that higher education is responsive to the needs of wider society extends to the social and civic arena, in which higher education institutions have the potential to innovate in partnership with enterprise and community groups and with cultural organisations locally, nationally, and internationally; to inform public policy and practice; and to stimulate regional development. The locus of innovation is dispersing and moving well beyond the campus, and the interaction of institutions with enterprises and communities offers significant potential for social and civic innovation as well as for economic development through knowledge-exchange.

Notwithstanding the growing appreciation of the value of engagement with wider society in the mission of higher education, the methodological challenges presented by the evaluation of engagement activities and their impact have arguably perpetuated their marginalisation in institutions' strategic planning. With the exception of 'knowledge-transfer' or 'technology-transfer', most higher education engagement activities, particularly in the civic arena, have not been recognised or rewarded hitherto. While patents, licenses, 'spin-outs', and 'start-ups' represent the tangible outputs of the commercialisation of institutions' research activity, the impact of community-based projects, advisory and consultancy services, public events, and educational outreach initiatives on wider society is difficult to quantify and to measure. As the CHERPA Network remark, 'regional engagement is a dimension that poses many problems with regard to the availability of performance-oriented indicators and their underlying data', with many indicators serving merely as proxies that do not accurately reflect the quality of engagement activities pursued or their impact.[8]

The challenge in the Irish context is to establish a robust and objective evidence-base for the evaluation of higher education institutions' engagement activities—an ambition that will be advanced considerably through the establishment of national surveys of employers and students. However the incorporation of indicators on engagement into the institutional profiles will be cognisant of the fact that 'the level and nature of engagement will vary across institutions according to their historical missions, academic strengths, scholarly culture and knowledge resources and capabilities', reflecting our ambition to support the creation of a coherent system of diverse higher education institutions with distinct missions.[9] The engagement mission intersects and overlaps with all functions of higher education institutions, from the promotion of equality and the expansion of flexible programme provision to the commercialisation of research and the internationalisation of Irish higher education. Enhanced engagement by higher education institutions with wider society is also at the heart of the broader reform of the higher education system envisaged in the *National Strategy*—including the formation of regional clusters within higher education and the enhancement of the transition from secondary and further education into higher education.

The on-going work of the REAP (Roadmap for Employer–Academic Partnerships) and Campus Engage consortia in the areas of enterprise engagement and civic engagement respectively will provide invaluable input into the development of a suite of metrics to capture the interconnectedness of Irish higher education and Irish society.[10] This work will also be informed by other Irish initiatives, such as the RIA's development of guidelines and indicators for the

[5] DES, *National Strategy*, 11.
[6] *Ibid.*, 74.
[7] Expert Group on New Skills for New Jobs, *New Skills for New Jobs: Action Now* (European Commission, 2010), 9.
[8] CHERPA-Network, *U-Multirank: Design and Testing the Feasibility of a Multidimensional Global University Ranking: Final Report*, 77.
[9] DES, *National Strategy*, 78.
[10] See http://reap.ie/ and http://www.campusengage.ie/.

assessment of the varied outputs of research in the arts and humanities. Mirroring other international initiatives which assess the 'institutionalisation of engagement',[11] its evaluation within Irish higher education will endeavour to reflect the insight, expressed in the *National Strategy*, that engagement with wider society must be 'embedded in the mission of institutions'.[12] Within the institutional profiles, the section entitled 'Research and Knowledge-Exchange' will therefore encompass the broad spectrum of higher education engagement—'with business and industry, with the civic life of the community, with public policy and practice, with artistic, cultural and sporting life and with other educational providers in the community and region'.[13]

Maintaining the visibility of the resource-base

While the emphasis in performance evaluation is generally on outcomes and outputs, it is vital to maintain transparency in respect of the resource-base supporting higher education institutions and systems. The institutional profiles presented in section 2 of this report offer basic information on human resources and infrastructure alongside headline income and expenditure data. As with all other aspects of the profiles, the value of presenting these data will emerge through developing and monitoring trends over time.

Supporting institutional diversity and distinctiveness: an evolving profile-template

A key aim of the process of strategic dialogue between the HEA and higher education institutions, particularly in its early stages, is to support institutions to reflect upon and refine their mission, taking into account their history; profile of students and staff; resource-base; key strengths; the regional, national, or international needs to which they aim to respond; and their strategic positioning within the Irish higher education landscape. Achieving clarity in respect of institutional mission is the foundation not only for the development of institutional strategies, but also for the creation of a coherent system of diverse but complementary higher education institutions which will collectively meet the system-level goals and national priorities outlined in the *Higher Education System Performance Framework 2014–2016.* It is also the foundation for the further development and refinement of the institutional profiles presented in this report.

While the reference academic-year of the data presented in the institutional profiles in this report is 2010–2011, data for 2011–2012 will shortly be made available to higher education institutions and will be published in mid-2014 as part of a broader report on system-performance that will issue on an annual basis henceforth. The profiles pertaining to the 2011–2012 academic year incorporate some modest improvements on those presented in this report, most notably in respect of the inclusion of full data on flexible-learners under the 'Participation' heading. Mindful of the lessons that we have learned from our review of the literature on performance evaluation in higher education, the development of the profiles sought to focus from the outset on what might constitute a relatively optimal suite of information on which to develop policy and practice in Irish higher education. In Figure 3.1 (overleaf) the latest working-draft of the 2016 profile-template is presented as the basis for consultation and feedback from the higher education community. This draft profile-template utilises simple 'traffic-light' colour-coding to indicate data that is currently available (■ green), under development (■ orange), or in respect of which first principles need to be articulated (■ red).

This draft profile-template is deliberately broad-ranging to ensure completeness, to contextualise key metrics, and to allow for differentiation of emphasis given the breadth of the higher education mission. While the development and refinement of the profile templates will greatly enhance transparency, the priority is to establish information-sets that prove useful and relevant at institutional and national level in supporting strategic development and performance enhancement. The intention is not to bureaucratise and compartmentalise performance evaluation in higher education, but rather to enrich and support the strategic dialogue between the HEA and higher education institutions, with its respect for the contextual nature of the teaching, research, and engagement activities of institutions. The development of these profiles will support mission-diversity, system-coherence and enhanced performance.

Invitation for feedback

Feedback on this report, along with ideas for the further development of the institutional profiles presented in section 2, is sought from the higher education community. To provide your feedback to the HEA, please email policy@hea.ie.

[11] Furco and Miller, 'Issues in Benchmarking and Assessing Institutional Engagement', 49.
[12] DES, *National Strategy*, 79.
[13] *Ibid.*, 74.

FIGURE 3.1: PROFILE TEMPLATE 2016
Working Draft for Consultation & Feedback

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	

Graduates

	No.	%
Undergraduate Graduates		
Postgraduate Graduates		

Enrolments

		Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	**No.**				
Foundation	No.				
FETAC Cert	No.				
FETAC Advanced Cert	No.				
of which the no. ofapprenticeships is	No.				
Undergraduate	***No.***				
Diploma/Cert	No.				
Ordinary Degree (L7)	No.				
Honours Degree (L8)	No.				
Occasional	No.				
Postgraduate					
Postgrad Diploma/Cert	No.				
Masters Taught (L9)	No.				
Masters Research (L9)	No.				
PhD (L10)	No.				
Occasional	No.				
Total UG and PG Enrolments	**No.**				
Research & Taught (L9/10)	FTE				
Research (L9/10)	FTE				
Research (L10)	FTE				

		Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	**%**				
Foundation	%				
FETAC Cert	%				
FETAC Advanced Cert	%				
of which the no. ofapprenticeships is	%				
Undergraduate	***%***				
Diploma/Cert	%				
Ordinary Degree (L7)	%				
Honours Degree (L8)	%				
Occasional	%				
Postgraduate					
Postgrad Diploma/Cert	%				
Masters Taught (L9)	%.				
Masters Research (L9)	%				
PhD (L10)	%.				
Occasional	%				
Total UG and PG Enrolments	**%**				
Research & Taught (L9/10)	% FTE L8 and All PG				
Research (L9/10)	% FTE L8 and All PG				
Research (L10)	% FTE L8 and All PG				

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes		
Education Science		
Humanities & Arts		
Social Science, Business & Law		
Science		
Engineering, Manufacturing & Construction		
Agriculture & Veterinary		
Health & Welfare		
Services		
Combined		
Total		

Full and Part-time PhDs

	No.	%
General Programmes		
Education Science		
Humanities & Arts		
Social Science, Business & Law		
Science		
Engineering, Manufacturing & Construction		
Agriculture & Veterinary		
Health & Welfare		
Services		
Combined		
Total		

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)		
Participants in Labour Market Activation (Springboard) *(% of National Participation)*		
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		
from the institution's county and bordering counties		
Programmes Offered Jointly by Irish HEIs		

(% of New Entrants)	No	%
Mature Entrants (Full-time Undergraduate)		
Estimate: Entrants with Disability (EAS)		
Estimate: Entrants from Non-manual, Semi-skilled and Unskilled Socio-economic Backgrounds (EAS)		
Further Education Transfer to Higher Education		

INTERNATIONALISATION

International Students (Full-time) *(% of Full-time Enrolments)*	No	%
EU		
Non-EU		
Overseas' Campus Activity Programmes Offered in Collaboration with HEIs Internationally		

Exchange Students	
In-coming Erasmus	
Out-going Erasmus (excl. work-placements)	
International Academic Staff as Percentage of Total Academic Staff	

TEACHING & LEARNING

Non-Progression Rate (1st–2nd Year)

	Level 7 %	Level 7 %	Level 8 %
Education			
Healthcare			
Combined & Other Disciplines			
Social Science, Business, Law, Arts, Humanities			
Science & Agriculture & Veterinary			
Engineering (excl. Civil)			
Construction & related			
Services			
Computer Science			
Total			

Non-Completion Rate

	Level 6 %	Level 7 %	Level 8 %
Education			
Healthcare			
Combined & Other Disciplines			
Social Science, Business, Law, Arts, Humanities			
Science & Agriculture & Veterinary			
Engineering (excl. Civil)			
Construction & related			
Services			
Computer Science			
Total			

Student Engagement & Satisfaction

	Engagement Academic Challenge	Active Learning	Student and Staff Interactions
General Programmes			
Education Science			
Humanities & Arts			
Social Science, Business & Law			
Science			
Engineering, Manufacturing & Construction			
Agriculture & Veterinary			
Health & Welfare			
Services			
Combined			
Total			

	Engagement Enriching Educational Experiences	Supportive Learning Environment	Work integrated Learning	*Satisf.* Student Satisfaction Index
General Programmes				
Education Science				
Humanities & Arts				
Social Science, Business & Law				
Science				
Engineering, Manufacturing & Construction				
Agriculture & Veterinary				
Health & Welfare				
Services				
Combined				
Total				

RESEARCH & KNOWLEDGE-EXCHANGE

Ph.D. Output

No. of Ph.D. Graduates per 10 Academic Staff	
No. of Ph.D. Graduates per Academic per Disciplinary Area	
General Programmes	
Education Science	
Humanities & Arts	
Social Science, Business & Law	
Science	
Engineering, Manufacturing & Construction	
Agriculture & Veterinary	
Health & Welfare	
Services	
Combined	

Research Income

	€ 000	€/academic
Research Income		
Private		
EU		
State		
Other		
Contribution in respect of overheads		
Total Research Income per Academic		
EU Income per Academic		

Publications & Citations

(latest 5-year cumulative)	
No. of Web of Science Documents per Academic	
Relative Citation Impact (World Average = 1)	
Citations Index (Top Three Disciplines per HEI)	
1) …	
2) …	
3) …	
Open-source Publications	

Employment, Engagement & Knowledge-Exchange

	No.	No.
Level 8 Graduates in Employment		
Level 9/10 Graduates in Employment		
Graduate Employment (Unemployment Rate vs. National Average)		
Work-placement/Service-learning		
Joint Research Programmes with Enterprise		
Joint Publications with Enterprise		
Publications Co-authored with Other Irish HEIs		
HEI Involvement in the Community		
Publications Co-authored with HEIs Internationally		

	No.
Patent applications—Ireland Only	
Patent applications—All Areas Except Ireland	
Patents granted—Ireland Only	
Patents granted—All Areas Except Ireland	
Invention Disclosures	
Licence Agreements (Institution–Private Industry)	
Joint Research Programmes with Enterprise	
Spin-out Companies Created	
HEI Involvement in the Community	
Community Involvement in the HEI	

STAFF

	No.	%
Core Staff		
Academic Staff		
Support staff		
Contract Research & Specialist Staff		
Academic Staff		
Support staff		
Total Staff		
Total Academic		
Total Support		
Non-Academic/Academic Staff Ratio (Core)		
Student/Academic Staff Ratio (FTE/Core)		

Staff Age Profile (Proportion of Staff aged…)	%
20-39	
40-54	
55 and above	
Female Academic Staff as Percentage of Total Academic Staff	
Grades of Academic Staff	
No. of Academic Staff by Disciplinary Area	
General Programmes	
Education Science	
Humanities & Arts	
Social Science, Business & Law	
Science	
Engineering, Manufacturing & Construction	
Agriculture & Veterinary	
Health & Welfare	
Services	
Combined	

Staff Qualifications	%
Full-time Academic Staff with a Master's or Higher Qualification	
Full-time Academic Staff with a Ph.D. Qualification	
All Academic Staff with Masters' or Higher Qualifications	
All Academic Staff with Ph.D. Qualifications	

FINANCIAL 2009/10 DATA

	€ 000	€/academic
Total Income		
State Grants		
Fees		
Exchequer		
Non-Exchequer		
Research Grants & Contracts		
Other Income		
Total Expenditure		
Core—Pay		
Core—Non-pay		
Research Grants & Contracts—Pay		
Research Grants & Contracts—Non-pay		

	€
Total Expenditure per Student (RGAM)[1]	
Total Expenditure per Student (SRS)[1]	
Exchequer/Non-Exchequer Fees Ratio	
Pay/Non-pay Expenditure Ratio (incl. Research)	
Pay/Non-pay Expenditure Ratio (excl. Research)	
Private Income as a Percentage of Total Income	

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment.
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers.

SPACE

	m^2
Net Space per FTE Student	
Gross Space per FTE Student	

APPENDICES

Appendix 1: Indicators used in the Pilot Phase of U-Multirank.[1]	
Indicators for compiling institutional rankings	
Dimension	**Indicator**
Teaching & learning	Graduation rate
	Time to degree
	Relative rate of graduate (un)employment
	Interdisciplinarity of programmes
	Expenditure on teaching
Research	Field-normalised citation rate
	Number of postdoctoral positions
	Expenditure on research
	Research publication output
	Number of art-related outputs
	Share of highly cited research publications
	Number of international awards and prizes won for research work
	Research income from competitive sources
	Interdisciplinary research activities
Knowledge transfer	Incentives for knowledge exchange
	University–industry joint publications
	Third-party funding
	Patents
	Size of technology transfer office
	CPD courses offered
	Co-patents
	Number of spin-offs
International orientation	Educational programmes in foreign language
	Number of joint degree programmes
	International joint research publications
	International academic staff
	International doctorate graduation rate
Regional engagement	Income from regional / local sources
	Student internships in local/regional enterprises
	Research contracts with regional business
	Regional joint research publications
	Graduates working in the region

[1] CHERPA-Network, *U-Multirank: Design and Testing the Feasibility of a Multidimensional Global University Ranking: Final Report* (June 2011), http://ec.europa.eu/education/higher-education/doc/multirank_en.pdf.

Indicators for compiling field-based rankings	
Dimension	**Indicator**
Student satisfaction	Quality of courses
	Promotion of employability (inclusion of work experience)
	Organisation of programme
	Evaluation of teaching
	Facilities
	Social climate
	Support by teachers
	Overall judgement of programme
	Research orientation of educational programme
	Opportunities for a stay abroad
	Student services
	University webpage
Teaching & learning	Student–staff ratio
	Graduation rate
	Investment in laboratories
	Qualification of academic staff
	Relative rate of graduate (un)employment
	Interdisciplinarity of programmes
	Inclusion of issues relevant for employability in curricula
	Inclusion of work experience into the programme
	Computer facilities: internet access
	Student gender balance
Research	External research income
	Research publication output
	Student satisfaction: research orientation of educational programme
	Doctorate productivity
	Field-normalised citation rate
	Highly cited research publications
Knowledge transfer	University–industry joint publications
	Academic staff with work experience outside HE
	Joint research contracts with private sector
	Co-patents
	Annual income from licensing
	Number of license agreements
	Patents awarded
International orientation	Percentage of international students
	Incoming and outgoing students
	Student satisfaction: internationalisation of programmes
	Student satisfaction: international orientation of programmes
	International graduate employment rate
	International academic staff
	Joint international publications
	International research grants
Regional engagement	Summer school / courses for secondary education students
	Graduates working in the region
	Regional participation in continuing education
	Student internships in local/regional enterprises
	Degree theses in co-operation with regional enterprises

Appendix 2: Indicators used in the E3M Project.[2]	
Dimension	**Indicator**
Continuing Education (CE)	CE is included in the mission of the HEI
	CE is included in the policy and/or strategy of the HEI
	Existence of an institutional plan for CE in the HEI
	Existence of quality assurance procedure for CE activities
	Total number of CE programmes active in the year of reference
	Total number of CE programmes delivered which have a major award under the European higher education system
	Total number of partnership CE programmes with public and private business delivered in the year of reference
	Percentage of international CE programmes delivered in the year of reference
	Percentage of funded CE training projects delivered in the year of reference
	Total number of the ECTS credits of delivered CE programmes
	Total number of ECTS credits of students enrolled on CE programmes
	Total number of registrations of students on CE programmes in the year of reference
	Enrolments in CE ECTS as percentage of total ECTS enrolments
	Qualifications issued as a percentage of total CE registrations
	Students' satisfaction
	Key stakeholders' satisfaction
	Average completion rate for all programmes
	Percentage of CE programmes with external accreditation
Technology Transfer and Innovation (TTI)	Inclusion of TTI in the mission of the HEI
	Inclusion of TTI in the policy and/or strategy of the HEI
	Existence of an institutional action plan for TTI in the HEI
	Number of licenses, options and assignments to start-ups or spin-offs and to existing companies
	Percentage of total budget generated from commercialisation of knowledge (e.g. licensing income, royalty income)
	Total number of start-ups and spin-offs established
	Number of creative commons and social innovation projects in which HEI employees are involved
	Number of R&D-sponsored agreements, contracts, and collaborative projects with non-academic partners
	Percentage of HEI budget coming from R&D-sponsored contracts and collaborative projects with non-academic partners
	Number of consultancy contracts with non-academic partners
	Percentage of postgraduate students / postdoctoral researchers directly funded or co-funded by public and private businesses
	Number of co-funded or shared laboratories / buildings / facilities
	Number of companies participating in continuous professional development (CPD) courses
	Number of HEI employees with temporary positions outside of academia
	Number of non-academic employees with temporary positions at the HEI
	Number of postgraduates with non-academic co-supervisors
	Number of joint publications with non-academic authors
	Number of academic staff participating in professional bodies, networks, organisations and boards
	Number of external organisations or individuals participating in advisory, steering, validation, or review boards for HEIs, institutes, centres, or taught programmes
	Number of prestigious innovation prizes awarded by business and public-sector associations / funding agencies (national and international)
Social Engagement (SE)	Inclusion of SE in the mission of the HEI
	Inclusion of SE in the policy and / or strategy of the HEI
	Existence of an institutional action plan for SE in the HEI
	Percentage of the total HEI budget assigned to SE
	Percentage of academics (in terms of FTE) involved in voluntary and community-directed advisory activities
	Number of events open to the general public (excluding invitation-only events)
	Number of research initiatives with direct impact on the community
	Cost of staff / student time committed to delivery of services and facilities to the community
	Number of people attending / using facilities offered by the HEI
	Number of educational outreach projects
	Number of staff and students engaged in educational outreach activity in the past twelve months
	Percentage of HEI budget used for educational outreach
	Number of community participants in educational outreach activities
	Number of widening access activities targeting disadvantaged students and community groups
	Number of community representatives on HEI boards and committees
	Total annual funding received from partnerships in SE

[2] E3M, *Final Report of the Delphi Study: E3M Project—European Indicators and Ranking Methodology for University Third Mission* (May 2011), http://www.e3mproject.eu/docs/Delphi-study-E3M-project.pdf.

Appendix 3: Foundational Indicators for the Carnegie Foundation for the Advancement of Teaching's Elective Community Engagement Classification First-Time Classification Documentation Framework.[3]

A. Institutional Identity and Culture

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?
2. Does the institution formally recognise community engagement through campus-wide awards and celebrations?
3. a) Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
3. b) Does the institution aggregate and use all of its assessment data related to community engagement?
4. Is community engagement emphasised in the marketing materials (website, brochures, etc.) of the institution?
5. Does the executive leadership of the institution (President, Provost, Chancellor,
6. Trustees, etc.) explicitly promote community engagement as a priority?

B. Institutional Commitment

1. Does the institution have a campus-wide coordinating infrastructure (centre, office, etc.) to support and advance community engagement?
2. a) Are there internal budgetary allocations dedicated to supporting institutional engagement with community?
2. b) Is there external funding dedicated to supporting institutional engagement with community?
2. c) Is there fundraising directed to community engagement?
2. d) Does the institution invest its financial resources in the community for purposes of community engagement and community development?
3. a) Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?
3. b) If yes, does the institution use the data from those mechanisms?
4. a) Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?
4. b) If yes, indicate the focus of those mechanisms and describe one key finding for Impact on students.
4. c) If yes, indicate the focus of those mechanisms and on key finding for impact on Faculty.
4. d) If yes, indicate the focus of those mechanisms and one key finding for impact on community.
4. e) If yes, indicate the focus of those mechanisms on and one key finding for impact on the institution.
4. f) Does the institution use the data from the assessment mechanisms?
5. Is community engagement defined and planned for in the strategic plans of the institution?
6. Does the institution provide professional development support for faculty and/or staff who engage with community?
7. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?
8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?
9. Are there institutional-level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
10. a) Is community engagement rewarded as one form of teaching and learning?
10. b) Is community engagement rewarded as one form of scholarship?
10. c) Is community engagement rewarded as one form of service?
11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

[3] Carnegie Foundation for the Advancement of Teaching, 'First-Time Classification Documentation Framework', http://classifications.carnegiefoundation.org/downloads/community_eng/first-time_framework.pdf.

Appendix 4: Key Indicators from HEFCE's Higher Education–Business and Community Interaction (HE–BCI) Survey.[4]
Key indicators from the HE–BCI survey—2003–04 to 2010–11.
Real-terms income from all sources (£M)
Collaborative research
Contract research
Consultancy
Facilities and equipment-related services
Continuing professional development and continuing education
Regeneration and development programmes
Intellectual property (including sale of shares)
Outputs from U.K. HEIs
Patent applications
Patents granted
Formal spin-offs established
Formal spin-offs still active after three years
% U.K. higher education institutions that provide:
Enquiry point for SMEs
Short bespoke courses on client's premises
Distance learning for businesses
Required contracting system for all consultancy

[4] HEFCE, 'Higher Education–Business and Community Interaction (HE–BCI) Survey', http://www.hefce.ac.uk/whatwedo/kes/measureke/hebci/.

Appendix 5:
Newcastle University's Benchmarking Tool for Regional Engagement (2009).[5]
1 Enhancing regional infrastructure
Benchmark 1.1 Engagement in regional infrastructure planning and assessment
Benchmark 1.2 Using university demand as lever to upgrade infrastructure
Benchmark 1.3 Investment in a high quality campus
Benchmark 1.4 University involvement in multi-partner knowledge precincts
Benchmark 1.5 University participation in provision of public transport or other services Benchmark 1.6 University provision of core public services
2 Human capital development processes
Benchmark 2.1 Access for students from disadvantaged groups
Benchmark 2.2 Retention of graduates in the region
Benchmark 2.3 Involvement in regional skills strategies
Benchmark 2.4 Responsiveness to regional labour market demands
Benchmark 2.5 Involvement of employers in developing the curriculum
Benchmark 2.6 Course provision for employers and employees
Benchmark 2.7 Supportive relationships with local schools
Benchmark 2.8 Tailored training programmes for local policy organisations
3 Business development processes
Benchmark 3.1 Strategic plan for business support
Benchmark 3.2 Creation of spin-off firms
Benchmark 3.3 Engagement in investment attraction
Benchmark 3.4 Promoting graduate entrepreneurship
Benchmark 3.5 Graduate start-ups arising from university programmes
Benchmark 3.6 Availability of entrepreneurship modules
Benchmark 3.7 Student placements with local employers
Benchmark 3.8 Incentives for staff to engage with business
4 Interactive learning and social capital development processes
Benchmark 4.1 Involvement in regional governance
Benchmark 4.2 Contribution to regional economic analysis
Benchmark 4.3 Analysis of regional futures
Benchmark 4.4 Staff exchanges
Benchmark 4.5 Participation in learning region strategies
Benchmark 4.6 Hosting policy seminars and workshops with local partners
Benchmark 4.7 Connecting regional partners to international networks
Benchmark 4.8 Supporting collective leadership of regional learning culture

5 Community development processes
Benchmark 5.1 Contributing to healthy cities and health promotion
Benchmark 5.2 Support for community-based regeneration
Benchmark 5.3 Student community action
Benchmark 5.4 Opening up university facilities to the community
Benchmark 5.5 Organising and hosting events and festivals for the community
Benchmark 5.6 Coproduction of community-relevant research with community partners Benchmark 5.7 Supporting community and social development through the curriculum Benchmark 5.8 Leading debates around the university/ society compact
6 Cultural development
Benchmark 6.1 Cultural strategy
Benchmark 6.2 Provision of cultural facilities
Benchmark 6.3 Impact on local tourism
Benchmark 6.4 Levels of participation by the community
Benchmark 6.5 Fostering regional cultural identities
Benchmark 6.6 University spin-offs to the cultural sector
7 Promoting sustainability
Benchmark 7.1 Universities leading societal responses to the challenges of sustainability Benchmark 7.2 Sustainability at the heart of university governance
Benchmark 7.3 Universities managing research to focus on core societal challenges Benchmark 7.4 Universities creating new models for sustainable societies
Benchmark 7.5 Promoting sustainability through the curriculum
Benchmark 7.6 Promoting education for sustainable development
Benchmark 7.7 Performance against environmental management systems
8 Promoting engagement within the university
Benchmark 8.1 Engagement embedded in university vision and mission
Benchmark 8.2 Strategic plan for engagement
Benchmark 8.3 Developing staff skills for engagement
Benchmark 8.4 Rewarding and valuing engagement
Benchmark 8.5 Resources for engagement
Benchmark 8.6 Community involvement in governance of the university

[5] David Charles, Cheryl Conway, and Paul Benneworth, *Benchmarking the Regional Contribution of Universities* (HEFCE and Newcastle University, 2009), 20–21.

Appendix 6: U.K. National Co-ordinating Centre for Public Engagement (NCCPE): EDGE Tool for the Self-assessment of Institutions' Support for Engagement[6]

Focus	Embryonic	Developing	Gripping	Embedding
Mission]	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	PE is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	PE is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	PE is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
Leadership	Few (if any) of the most influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement	Some of the institution's senior team act as formal champions for public engagement.	The VC acts as a champion for PE and a senior leader takes formal responsibility. All e and value of public engagement to the institution's agenda.
Communication	The institution's commitment to public engagement is rarely if ever featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high profile item or with an emphasis on its strategic importance.	PE appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
Support	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate PE activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Oversight and co-ordination of PE has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body/ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of PE. There are a number of recognised and supported networks.
Learning	There is little or no opportunity for staff or students to access professional development to develop their skills & knowledge of PE.	There are some opportunities for staff or students to access professional development and training in PE, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in PE.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.

Focus	Embryonic	Developing	Gripping	Embedding
Recognition	Staff are not formally rewarded or recognised for their PE activities.	Some departments recognise and reward PE activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding PE activity.	The university has reviewed its processes, and developed a policy to ensure PE is rewarded & recognised in formal and informal ways.
Staff	Few if any opportunities exist for staff to get involved in public engagement, either informally or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in PE, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in PE; but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
Students	Few opportunities exist for students to get involved in PE, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	Many (but not all) students have the opportunity to get involved in PE and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in PE, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement.
Public	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need & committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

[6] NCCPE, 'EDGE Tool', https://www.publicengagement.ac.uk/sites/default/files/The%20EDGE%20tool.pdf.

Appendix 7: Key Indicators used in the Survey of the 'University–Industry Knowledge Exchange: Demand Pull, Supply Push and the Public Space Role of Higher Education Institutions in the U.K. Regions' Project.[7]

'University–Industry Knowledge Exchange' Project Indicators
Patents
Licences
Spin-out companies
Activities with private-sector companies
Activities with public-sector organisations
Activities with charitable or voluntary organisations
Frequency of contact with institution's knowledge/technology transfer office
External activities initiated by institution's knowledge/technology transfer office
External activities initiated by own actions
Commercialisation activities
Weight given by institution to work with business/industry in promotion criteria
People-based activities (e.g. attending conferences, giving lectures, and sitting on advisory boards)
Problem-solving activities (e.g. joint research, external secondment, consultancy services, and setting up physical facilities)
Community-based activities (e.g. lectures, school projects, public exhibitions, and community-based sports)
Impact of external activities on research
Impact of external activities on teaching

[7] Maria Abreu, Vadim Grinevich, Alan Hughes, and Michael Kitson, *Knowledge Exchange Between Academics and the Business, Public and Third Sectors* (Cambridge: Centre for Business Research, 2009), http://www.cbr.cam.ac.uk/pdf/AcademicSurveyReport.pdf.

Appendix 8: National League Tables for the U.K. and Ireland

The Times Good University Guide

Only accessible to subscribers to *The Times*, and featuring only universities *per se*, rather than the university colleges included in the league tables of *The Sunday Times* and *The Guardian*, the inaugural publication of The Times Good University Guide in 1992 was reportedly part of the newspaper's drive to position itself as 'a champion of middle-class consumers' and to secure 'a mainstream readership beyond the "British Establishment"'.[8] With the greatest weighting being assigned to the results of the NSS and the R.A.E., *The Times* seeks to evaluate universities' performance from a traditional perspective for the benefit of prospective students and their parents and, in measuring entry standards, only examines the qualifications of students under the age of 21 years.[9] The Times Good University Guide 2012 was based on the following nine statistical measures:

- Student satisfaction (source: NSS);
- Research (source: R.A.E.);
- Entry standards (source: HESA);[10]
- Staff–student ratio (source: HESA);
- Library and computing spending (source: HESA);
- Expenditure on facilities (average expenditure per student on sports, careers services, health and counselling);
- Degree results (percentage of students graduating with a 2:1 or First Class Honours);
- Graduate career prospects (percentage of graduates in graduate employment or further study), (source: HESA);
- Graduate-completion rate.[11]

[8] CHERI, OU and Hobsons, *Counting What Is Measured*, 24. See David Jobbins, '"The Times/The Times Higher Education Supplement" League Tables in Britain: An Insider's View', *Higher Education in Europe* 27/4 (2002): 383–388. The Times Good University Guide is available to subscribers at http://extras.thetimes.co.uk/gooduniversityguide/institutions/.
[9] CHERI, OU and Hobsons, *Counting What Is Measured*, 24.
[10] See the Higher Education Statistics Agency, http://www.hesa.ac.uk/.
[11] *The Times*, 'The Times Good University Guide 2012', http://extras.thetimes.co.uk/gooduniversityguide/institutions (accessed 20th June 2011). See also CHERI, OU and Hobsons, *Counting What Is Measured*, 16.

The Sunday Times University Guide

Unlike The Times Good University Guide, The Sunday Times University Guide, first published in 1998, does not provide rankings by discipline, but only by institution on the basis of the following indicators and weightings, with additional bonus or penalty points being assigned for student satisfaction (as per the results of the NSS) and for an institution's 'drop-out' rate:[12]

The Sunday Times University Guide 2012	
Indicator	**Weighting**
Teaching Excellence (sources: QAA, SFC, HEFCW.[13])	25%
Heads' / peer assessment (source: survey by *The Sunday Times*.)	10%
Research quality (source: R.A.E.)	20%
A / AS-level / Higher points (source: HESA)	25%
Employment (source: HESA)	10%
Firsts / 2:1s awarded (source: HESA)	10%

Subscribers to *The Sunday Times* can sort the rankings of institutions in the interactive league table on the basis of any of the above indicators, as well as viewing additional rankings based on a range of other parametres, including 'most middle-class', 'most working-class', 'cheapest to live', 'best for sport', 'most from low participation areas', and 'fewest from low participation areas'.[14] The 'heads' / peer assessment' indicator is based on a survey of the heads of the leading academic secondary schools included in *The Sunday Times's* 'Parent Power' list, and of the heads of university departments on their views of the quality of undergraduate provision in higher education institutions. The selection of secondary schools, as well as the exclusive focus of The Sunday Times University Guide on traditional entry-qualifications, reflects the newspaper's middle-class readership.[15]

[12] The Sunday Times University Guide is accessible to subscribers at http://www.thesundaytimes.co.uk/sto/University_Guide.
[13] See the Quality Assurance Agency for Higher Education (http://www.qaa.ac.uk/); the Scottish Funding Council (http://www.sfc.ac.uk/); the Higher Education Funding Council for Wales (http://www.hefcw.ac.uk/).
[14] See *The Sunday Times*, 'The Sunday Times University Guide', http://www.thesundaytimes.co.uk/sto/University_Guide (accessed 20th June 2011). These additional rankings are based on data obtained from the HESA.
[15] CHERI, OU and Hobsons, *Counting What is Measured,* 23.

The Sunday Times Ireland University Guide (2010)

In 2010 *The Sunday Times* also produced The Sunday Times Ireland University Guide, providing an institutional ranking of Irish universities and institutes of technology on the basis of the following indicators and weightings:[16]

The Sunday Times Ireland University Guide (2010)	
Indicator	**Weighting**
Leaving Certificate points	250
Research (comparison of competitive research funding secured by institutions)	100
Employment	100
Firsts / 2:1s awarded	100
Staff–student ratio	100
Completion rate	100
Total	**750**

Subscribers to *The Sunday Times* can also view additional rankings based on 'points for entry', undergraduate and postgraduate enrolments, number of teaching staff, number of mature / overseas students, sports facilities, and cost of private rents. That The Sunday Times Ireland University Guide is much more limited in its scope that the U.K. equivalent is clearly a reflection of the less advanced accountability mechanisms currently applied to the Irish sector.

The Guardian University Guide

Unlike the league tables produced by News International Limited, The Guardian University Guide, first published in 1999, does not seek to evaluate universities' research performance but rather focuses on teaching quality.[17] This reflects the conception of the Guide as an information resource for students, for whom 'the key figures […] are those associated with teaching and not the research performance of "a potentially absent professor"'.[18] Comprising interactive subject-level league tables, as well as an institutional ranking based on the average score achieved by each university across all disciplines, The Guardian University Guide 2014 is based on the following eight statistical measures, the first three of which are derived from the NSS:

- Students' satisfaction with teaching quality;
- Students' satisfaction with assessment and feedback;
- Students' overall satisfaction with their course;
- 'Value added' score;
- Staff–student ratio;
- Expenditure per student;
- Entry scores;
- Career prospects (the proportion of graduates who find graduate-level employment, or who are engaged in full-time study, within 6 months of graduation).[19]

The inclusion of a 'value added' score, based on a comparison of students' degree results and their entry qualifications, is a distinctive feature of The Guardian University Guide.

[16] See *The Sunday Times*, 'The Sunday Times Ireland University Guide', http://extras.timesonline.co.uk/stug_ireland/universityguide.php (accessed 20th June 2011).
[17] See http://www.guardian.co.uk/education/table/2013/jun/03/university-league-table-2014.
[18] CHERI, OU and Hobsons, *Counting What is Measured,* 25.
[19] Matt Hiely-Raynor, 'Methodology of the Guardian University Guide', *The Guardian*, 4th June 2013, http://www.guardian.co.uk/education/interactive/2013/jun/04/universityguide-students. See also Judy Friedberg, 'How to Use the Guardian University Guide 2014', *The Guardian*, 4th June 2013, http://www.guardian.co.uk/education/2013/jun/04/how-to-use-the-guardian-university-guide.

The Complete University Guide

The Complete University Guide is compiled annually by Mayfield University Consultants, and has been published in association with *The Daily Telegraph* (in 2007 and 2011), *The Independent* (from 2008–2010), and *The Daily Mail* (2012).[20] It is an open-access, interactive league table of higher education institutions in the U.K. and, while it does not provide rankings by disciplines, it does enable users to sort institutions by any of the following eight measures on which it is based:

- Student satisfaction;
- Research assessment;
- Entry standards;
- Staff–student ratio;
- Expenditure on academic services;
- Expenditure on facilities;
- Degree results;
- Graduate career prospects.[21]

[20] See http://www.thecompleteuniversityguide.co.uk/. Between 1996 and 2006 Mayfield University Consultants compiled the university league tables for The Times Good University Guide. See 'About the Complete University Guide', http://www.thecompleteuniversityguide.co.uk/about-us/.

[21] With the exception of student satisfaction (based on the results of the NSS) and research assessment (based on the results of the R.A.E.), all of these measures are based on data obtained from the HESA. Users can also sort institutions by their 'Green Score', which is a measure of their environmental performance based on data provided by them. See 'Methodology' (http://www.thecompleteuniversityguide.co.uk/league-tables/methodology/) and 'How the League Table Works' (http://www.thecompleteuniversityguide.co.uk/league-tables/key/).

Appendix 9: Measures for the Universitas 21 Ranking of National Higher Education Systems 2013.[22]

Dimension & weighting	Measure
Resources (25%)	Government expenditure on tertiary education institutions as a percentage of GDP, 2009.
	Total expenditure on tertiary education institutions as a percentage of GDP, 2009.
	Annual expenditure per student (full-time equivalent) by tertiary education institutions in USD purchasing power prices, 2009.
	Expenditure in tertiary education institutions for research and development as a percentage of GDP, 2010.
	Expenditure in tertiary education institutions for research and development per head of population at USD purchasing power prices, 2010.
Environment (20%)	Proportion of female students in tertiary education, 2010.
	Proportion of academic staff in tertiary institutions who are female, 2010.
	A rating for data quality.
	Qualitative measure of the policy and regulatory environment.
Connectivity (15%)	Proportion of international students in tertiary education, 2010.
	Proportion of articles co-authored with international collaborators, 2006–2010.
	Number of open-access full-text files on the web, published 2007–2011, average for institutions.
	External back-links to higher education web-pages from third-parties, average for institutions.
Output (40%)	Total articles produced by higher education institutions, 2006–2010.
	Total articles produced by higher education institutions per head of population, 2006–2010.
	An impact measure calculated from the SCImago database, 2006–2010.
	The depth of world-class universities in a country calculated as a weighted average of the number of institutions listed in the top 500 according to the 2012 Shanghai Jiao Tong index divided by country population.
	The research excellence of a nation's best universities calculated by averaging the 2012 Shanghai Jiao Tong index scores for the nation's three best universities.
	Enrolments in tertiary education as a percentage of the eligible population, defined as the five-year age group following on from secondary education, 2010.
	Percentage of the population aged over 24 with a tertiary qualification, 2010.
	Number of researchers (full-time equivalent) in the nation per head of population, 2010.
	Unemployment rates among tertiary educated aged 25-64 years compared with unemployment rates for those with only upper secondary or post-secondary non-tertiary education, 2010.

[22] Ross Williams, Gaetan de Rassenfosse, Paul Jensen, and Simon Marginson, *U21 Ranking of National Higher Education Systems 2013* (Birmingham: Universitas 21, 2013.

Appendix 10: IUA 'Strategic Planning and Decision Support' Project: Headline Performance Indicators for the Irish University Sector.[23]

KPIs for the Irish University Sector		
Dimension	**Indicator**	**Measure**
Student satisfaction	Student satisfaction	Student satisfaction survey
Student lifecycle	Undergraduate student enrolment	Percentage of new entrants on CAO first-preference programmes
		Median CAO points at entry (excluding non-traditional students)
	Access / diversity	Number of access initiatives
		Number and percentage of full-time students admitted via access initiatives to regular programmes
		Number of students admitted to access programmes
Teaching and learning	Student profile	Number and percentage of full-time undergraduates, taught postgraduates, postgraduates undertaking Master's by research, and Ph.D. students
	International student profile	Number and percentage of full-time non-Irish students by nationality and country of origin
	Student progression and retention	Percentage of students progressing to the next year of their course
		Percentage of new entrants who graduate
		Percentage of final year students who graduate
		Percentage of students enrolled graduating within 150 percent of the course completion time
		95th percentile and median time to graduation
	Honours awarded	Proportion of graduates awarded honours
	Programme profile	Number and percentage of cross-disciplinary programmes
		Number and percentage of inter-institutional programmes
	Cost of teaching	Cost per student FTE of undergraduates, taught postgraduates, postgraduates undertaking Master's by research, and Ph.D. students
	Employability	Student destination surveys 5 and 10 years after graduation
		Number of graduates employed
		Salary level of graduates
	Staff–student ratio	Ratio of staff FTEs to student FTEs
	Graduate perspective	Survey of graduates on quality, outcome and value of course of study
	Employer perspective	Survey of employers
	Position in international league tables	Position in the rankings of the SJTU and THES

[23] Mazars, *Strategic Planning and Decision Support Project: Project Summary Report: Appendices* (December 2008).

Research	Ph.D. awards	Ph.D. awards per annum relative to Ph.D. awards in 1999 and 2003 in SET & HSS
	Publications	Number of articles published in peer-reviewed journals
		Number of monographs published by well-regarded publishing houses
		Number of edited or co-authored books published by well-regarded publishing houses
	Citations	Number of citations in journals
		Number of citations in journals per academic staff
	Research funding	Annual research funding received from HEA, SFI, other public sources, EU, and private (non-Exchequer) sources
	Research income	Total research income per staff FTE
	International research honours	Number of international honours, such as Nobel prizes, awarded to staff and alumni
Knowledge transfer and outreach	Commercialisation	Number of patents filed
		Number of patents granted
		Ratio of patents filed to granted
		Number of license agreements entered into with commercial enterprises
		Number of disclosures
	Social and corporate engagement	Education and training provision for wider community
		Number of outreach programmes
		Links with schools and community organisations
		Representation on advisory boards
		Staff visits to industrial and professional bodies
	Community engagement	Number and percentage of full-time students participating in modules with accredited community service
		Number of outreach visits
Finance	Income	Percentage of total income from fees, core grant, and other sources
		Income per FTE for EU and non-EU undergraduates, taught postgraduates, postgraduates undertaking Master's by research, and Ph.D. students
	Expenditure	Percentage of total expenditure on academic services and departments, administration, and research
	Financial stability	Surplus / deficit; assets / liability ration; total reserves; long-term borrowing as percentage of total reserves
	Financial management	Capital funding as a percentage of core grant funding and all income
		Percentage of new versus old capital expenditure

Human resources	Staff satisfaction	Staff survey
		Staff turnover
		Retention rates of 'world-class' academic / research staff
	Attractiveness / employer brand	Application rate per vacancy
		Market survey data on image of HEI as employer
		Image of HEI as employer in media
		Percentage of first-choice job applicants taking up offer of employment
		Ratio of acceptances to offers of employment
		Ratio of open posts to total posts
		Percentage application rate of 'world-class' academics / researchers
	Employee profile	Disability and equality monitoring
		Permanent staff FTEs by the following categories: academic, administrative, research, support, and hourly paid
		Number of contractual and non-permanent staff by staff category
		Ratio of permanent staff to contractual staff by staff category
		Ratio of academic staff to support staff
		Percentage of staff of different grades
		HR expenditure (ratio of total payroll to numbers employed)
		HR strategy
Estate	Space utilisation	Total usable campus space per student FTE
		Gross internal usable square metres per student FTE
		Total teaching space in square metres per student FTE
	Time utilisation	Hours per day / week that key facilities / buildings are in use for teaching, research, and student space
Library	Provision of information (physical)	Ratio of loans to collection / catalogue
		Ratio of loans to users
	Provision of information (electronic)	Ratio of downloads to electronic collection / catalogue
		Ratio of downloads to users
	E-learning	Percentage of modules with active e-learning
		Number of active student log-ons
		Student rating of e-learning
		Availability of e-learning facilities
	ICT expenditure	ICT expenditure per student FTE
		ICT expenditure per staff FTE

Appendix 11: Higher Education Authority Members

Name	Position	Affiliation
Mr. John Hennessy	Chairman	Higher Education Authority
Dr. Bahram Bekhradnia	Director	Higher Education Policy Institute, U.K.
Cllr. Brendan Byrne	Councillor	Donegal County Council
Dr. Mary Canning	Former Lead Education Specialist	World Bank
Professor Maeve Conrick	Principal, College of Arts and Celtic Studies	University College Dublin
Mr. Paddy Cosgrave	Founder	Dublin Web Summit
Mr. John Dolan	Chief Executive Officer	Disability Federation of Ireland
Mr. Eamonn Grennan	Principal Researcher, Department of Science	Institute of Technology, Sligo
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