

Strategic Dialogue Cycle 3  
HEI Self Evaluation Report



Dublin City University

2015 Progress Report

28<sup>th</sup> June, 2016  
Draft 2 24-08-16

## Overview of DCU 2015 Compact Performance

Regional Clusters	Participation, Equal Access, Life Long Learning	Excellent Teaching, learning and quality of student experience	High Quality, internationally competitive research and innovation	Engagement with Enterprise, the community and embedded knowledge exchange	Enhanced Internationalisation	Institutional Consolidation
Shared Academic Planning Process	Commitment to Access	APR and PPR roll-out	Matrix structure development	Innovation campus development	Non-EU student growth	DCU Incorporation Programme
Regional approach to ATP	Age Friendly Initiatives	Academic staff professional development	Research active, research quality metrics	Aggregate measure for KT activity	International strategic partnership growth	DCU-DKIT Graduate School
		Development of ePortfolios	Structured doctoral education	Community Knowledge Exchange projects	Outward study abroad development	
		21 <sup>st</sup> Century Digital Campus			International students taking DCU Connected programmes	

## 1. Regional Clusters

During this reporting period, the Dublin/Leinster II or MEND Cluster, comprising Dublin City University, Maynooth University, Dundalk Institute of Technology and Athlone Institute of Technology, has continued to demonstrate its commitment to the on-going development of the cluster with considerable progress made in implementing the objectives agreed by the Cluster HEIs with the HEA. The MEND Cluster finalised its programme of work as detailed in the Strategic Innovation Development Fund (SIDF) proposal in Quarter 1 and Quarter 2 of 2015 which aimed:

- to establish and support a sustainable, shared academic planning process to ensure coherent, co-ordinated and rational educational provision and ease of transfer and progression;
- to collaborate for student success and regional economic development.

This multi-component project, designed to enhance the quality of teaching and learning, and improve access and transition comprised a number of components, namely:

- Coherence of provision: the analytic and preparatory work required to enable a more co-ordinated provision, through mapping of existing provision, development of protocols for collaboration, and preparing for interoperable student records systems;
- Collaboration with Further Education: a network of FE providers, a regional 'one stop shop' portal, a comprehensive mapping of progression paths, and foundation courses to assist transition;
- Enhanced Student Learning Supports: enhanced supports for student learning and retention through increased resourcing and leveraging of complementary expertise across the cluster.

The SIDF Final Report detailing the outputs of the programme activities was compiled and forwarded to the HEA in September 2015. The Cluster Partners subsequently sought additional funding to build on the strands that had informed the initial phase of activity – namely those concerning access, transfer, and progression; the building of a FE-HE network; the mapping portal for FE provision and progression within the region; the agreement on SRS protocols to facilitate collaborative programme development and potential for enhanced transfer within the region and the demographic study and mapping of existing provision.

Following the very positive assessment by the Higher Education Authority which reported that “the cluster has both achieved the minimum outcomes and has moved beyond that to deliver more ambitious outcomes”, the MEND Cluster was considered a best practice exemplar for the sector. This was corroborated by the additional funding of €287,000 approved by the HEA in its letter to the Presidents on 5th November 2015. This funding was made available to support a specific project, to be developed by the MEND cluster, in respect of student pathways and academic planning across four specific elements:

1. Maintenance and development of the Higher Education and Further Education Network;
2. Maintenance of the FE-HE portal, and the investigation of the feasibility of establishing a national portal;
3. Development of the short- and medium- term academic planning process as an exemplar for the sector; and,
4. Mapping of small and medium sized enterprise across the region and developing systematic engagement with SMEs.

As part of its on-going activities, the MEND Cluster partners have since submitted its detailed project plan setting out the proposed approach to each of these four projects to the HEA in April 2016. The four strands of the project are viewed by the Cluster as interlinking. Thus, the overall governance of the project takes a holistic view, with each element of the project managed by a senior manager and each working group comprising members from the four institutions.

This project plan is the basis of the work plan for the Cluster for 2016. In this regard, some of the targets set out in the Mission-based Performance Compact for the Cluster for 2015 have therefore been incorporated into the MEND Cluster Project Plan 2016 (Appendix 2). For these reasons, the Cluster proposes that the **Compact targets for 2016 are replaced with the outputs set out in the MEND Cluster Project Plan 2016**, summarised in the objectives below. The progress on targets for 2015 are therefore reported within the context of the MEND Cluster Project Plan 2016. Any deviation from the targets is mainly due to the re-focussing of activity following the approval of additional funding and as incorporated into the MEND Cluster Project Plan 2016. The four partners remain highly committed to building upon the recognised achievements to date. This commitment was further strengthened with the formal signing of an MOU between the HEI partners in December 2015.

Regional Cluster- Objective 1	
<b>Institution objective</b>	<b>Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, co-ordinated and rational higher educational provision across the region.</b>
<b>Performance Indicator</b>	Implementation of an agreed Regional Cluster Plan for higher education provision. More specifically, we will monitor (a) the number of CAO entry routes by institution and (b) the number of, and enrolment on, joint academic programmes.
<b>Baseline</b>	There is a complete absence of systematically compiled data and information at the regional cluster level
<b>Interim Target, end 2014</b>	<ol style="list-style-type: none"> <li>1. Agree methodology for projections of regional demand</li> <li>2. Complete scoping study data collation and analysis</li> <li>3. Complete draft report on review of systems, protocols and procedures for joint academic programmes.</li> </ol>
<b>Progress against 2014 Target</b>	<ol style="list-style-type: none"> <li>1. Methodology for projections of regional demand completed as part of the work of Enrolment Planning in MEND Cluster Working Group</li> <li>2. Scoping studies completed by Enrolment Planning in MEND Cluster Working</li> <li>3. Development of a comprehensive protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster</li> <li>4. Completion of a report, <i>Student Data Exchange for Joint Academic Programmes</i>, providing mapping of necessary fields in institutional student record systems to facilitate academic collaboration, and a road-map for further work to allow complete interoperability</li> </ol>
<b>Interim target, end 2015</b>	Targets for 2015 are incorporated into the MEND Cluster Project Plan, 2016 (see below)
<b>Progress, 2015</b>	See below
<b>Final Target, End 2016</b>	<p>This institution objective is reflected in the MEND Cluster Project Plan 2016 in Strand 3: Academic Planning.</p> <p>The target output of this activity will be an academic plan for the cluster for full time undergraduate courses of level 6, 7 and 8, showing:</p> <ol style="list-style-type: none"> <li>a) Existing enrolment</li> <li>b) Planned intake</li> <li>c) Planned entry routes</li> <li>d) Projected demand</li> <li>e) Projected changes in disciplinary mix.</li> </ol> <p>As supplementary outputs, the cluster will produce:</p> <ol style="list-style-type: none"> <li>i) An analysis of postgraduate enrolment across the cluster.</li> <li>ii) An analysis of available information on future skills needs in the cluster catchment area.</li> <li>iii) A mapping of transfer and progression options within the cluster</li> </ol>

Regional Cluster- Objective 2	
<b>Institution objective</b>	<b>Develop a regional approach to access, transfer and progression across the region.</b>
<b>Performance Indicator</b>	Develop a regional approach to access, transfer and progression across the region.
<b>Baseline</b>	There is a complete absence of systematically compiled data and information at the regional cluster level.
<b>Interim Target, end 2014</b>	Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.
<b>Progress against 2014 Target</b>	A prototype portal has been developed to assist students navigate through the extensive range of FE and HE programmes that are available, identify the locations at which courses / programmes are provided, and provide information on pathways between FE and HE provision. The prototype is a model that could be rolled out across the entire HE and FE sectors. The prototype portal can be accessed at <a href="http://pathways.maynoothuniversity.ie/">http://pathways.maynoothuniversity.ie/</a>
<b>Interim target, end 2015</b>	Targets for 2015 are incorporated into the MEND Cluster Project Plan, 2016 (see below)
<b>Progress against 2015 target,</b>	<b>See below</b>
<b>Final Target, End 2016</b>	Target outputs resulting from these activities will be: <ul style="list-style-type: none"> <li>a) A working paper on access, transfer and progression (ATP) which is intended to be the first in a series produced by the Network, its dissemination within the Network and beyond the Network by means of its presentation at a number of conferences</li> <li>b) A Network regional conference which will be held in November 2016</li> <li>c) Collation and dissemination within the Network of regional data relating to formal and informal links between relevant bodies.</li> <li>d) CPD delivery across the four HE institutions targeted in specific areas, including but not necessarily restricted to STEM.</li> </ul>

### Regional Cluster - Objective 2: Additional Comments

In addition, following the development of a pilot portal designed to improve knowledge on access routes from further education (FE) to higher education (HE) in the MEND cluster area, the second phase of development will focus on (a) updating the existing MEND portal with the latest data and (b) scoping out the development of this portal on a national scale resulting in the output of a working prototype of a national portal hosted on the AIRO server. This institution objective is an additional objective and is reflected in the MEND Cluster Project Plan 2016 in Strand 4: MEND cluster: the mapping of small and medium enterprise across the region and developing systematic engagement with SMEs.

Target outputs resulting from these activities will be:

- a) The development of a sub network of Regional Skills Fora project managers within the four regions covered by the cluster
- b) The mapping of SMEs across the MEND region
- c) The build of a portal providing access to the SME network

The establishment of an SME/agency/HE & FE forum to identify and develop the optimal mode of systematic engagement between enterprise and the academy within the MEND region.

## Participation, equal access and lifelong Learning

Participation, equal access and lifelong Learning - Objective 1	
Institution objective	Maintain our commitment to widening access to education through Ireland's most comprehensive Student Access Programme
Performance Indicator	% first year undergraduate entrants entering degree programmes through HEAR and DCU Access routes
Baseline	6.8% in 2010/11
Interim Target, end 2014	8% of DCU entering first year students
Progress against 2014 Target	10.1% of DCU entering first year students entered degree programmes through HEAR and DCU Access routes
Interim target, end 2015	Original Target: 9% of entering first year students <b>Revised Stretch Target: 12% of entering first year students</b>
Progress against 2015 target, commentary and data source	<b>12.6%</b> (See Appendix 1 for basis of calculation)
Final Target, End 2016	Original Target: 10% of entering first year students <b>Revised Stretch Target: 13% of entering first year students</b>

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

Since 2015, 10% of places on all First Year Undergraduate Degrees are allocated for reduced point entrants via the DCU Access, DCU Accelerator and HEAR Schemes, across DCU, Mater Dei Institute and St Patrick's College, Drumcondra courses.

In 2016, DCU Access launched a new Outreach Strategy (2016 - 2019) with increased targets set for entry to all UG degrees from DEIS Schools with specific focus on students from 15 Postal Districts with lowest level of third level attainment. The triaging system which DCU Access Service has developed for provision of post entry support to Widening Participation Groups has been rolled out to all degree programmes under Incorporation. This system has proved highly successful in increasing retention, progression and academic performance of Access Students at DCU.

Widening Participation remains a key strategic objective of the 'new' DCU. In 2015 the Educational Disadvantage Centre on the St. Patrick's Campus and the DCU Access Service at Glasnevin Campus began a collaborative process across two key strategic outputs. These are:

1. Increasing Diversity within the Teaching Profession.
2. Extending the DCU Outreach Model across all sectors to include Primary, Secondary and Further Education and Training.

Participation, equal access and lifelong Learning - Objective 2	
<b>Institution objective</b>	<b>Deepen our engagement with students of all ages ... through ... initiatives such as the Age-Friendly University</b>
<b>Performance Indicator</b>	Development of a range of educational initiatives, both online and face-to-face, for older adults
<b>Baseline</b>	No current systematic mapping has taken place
<b>Interim Target, end 2014</b>	<ol style="list-style-type: none"> <li>1. Completion of an Age-Friendly Strategy for DCU</li> <li>2. Carry out baseline mapping of ageing research and associated taught modules across DCU and partner institutions</li> </ol>
<b>Progress against 2014 Target</b>	<ol style="list-style-type: none"> <li>1. Age-Friendly Strategic Framework completed.</li> <li>2. Creation of Health Technology and the health and ageing society Research and Enterprise Hub and associated mapping complete. (More information on DCU Research and Enterprise Hubs in figure 4.1)</li> </ol>
<b>Interim target, end 2015</b>	<ol style="list-style-type: none"> <li>1. Identify and engage partner universities (national and international) seeking to adopt the ten principles of an Age-Friendly University</li> <li>2. Development and launch of modules targeting older adults using appropriate pedagogies including flexible delivery and online provision</li> </ol>
<b>Progress against 2015 target, commentary and data source</b>	<p><b>The following Higher Education Institutions have joined the network of Age-Friendly Universities initiative, led by DCU:</b></p> <ol style="list-style-type: none"> <li>1. Lassell College, MA (USA)</li> <li>2. NUI, Galway (Ireland)</li> <li>3. University of Manitoba (Canada)</li> <li>4. Leeds Beckett University (UK)</li> </ol> <p><b>21 modules are now available for older adults to register as part of the Age Friendly initiative at DCU. Information on available modules are provided in Appendix 2</b></p>
<b>Final Target, End 2016</b>	200 older adults registered for on-line or face-to-face DCU programmes

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

In November 2015, DCU, in collaboration with our international partners, Arizona State University and Strathclyde University were proud to host the inaugural International Age Friendly Universities Conference entitled, '*Engaging Aging: Universities as engines for active and healthy ageing*'. Representatives from 24 institutions, representing 4 continents attended the conference.

DCU's inter-generational learning project are now partners in an Erasmus + funded project. The EHLSSA project - European Home Learning Service for Seniors Association – aims at providing access to continuing education to seniors through the establishment of a Europe-wide, specifically adapted learning infrastructure: the European Home Learning Service.

DCU Age Friendly University Initiative has been endorsed by the Association for Gerontology in Higher Education (USA).

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

Excellent teaching and learning and quality of the student experience - Objective 1	
Institution objective	Embrace policies that support Quality Improvement and Quality Promotion in all our operations. (OE8) particularly in relation to its impact on the enhancement the quality of the curriculum through the Annual Programme Review (APR) and Periodic Programme Review (PPR) processes
Performance Indicator	Reports of APR and PPR processes
Baseline	All programmes undertaking APR; 8% of programmes have completed PPR
Interim Target, end 2014	All programmes undertaking APR; 20% of programmes will have completed PPR
Progress against 2014 Target	Interim target complete. a) All taught programmes at DCU currently undergoing annual programme review b) By December 2014, 31 of DCU's 154 programme streams (20%) had conducted periodic programme review (PPR).
Interim target, end 2015	All programmes undertaking APR; 50% of programmes will have completed PPR
Progress against 2015 target, commentary and data source	<b>All Programmes undertaking APR; 67% of programmes will have completed PPR</b> Details of all programmes having undergone PPR since 2013 are details in Appendix 3
Final Target, End 2016	All programmes undertaking APR; 80% of programmes will have completed PPR

The Annual Programme Review (APR) process for all taught programmes is now fully embedded within DCU. In addition, Periodic Programme Review (PPR) is conducted on a 5-year rolling schedule, allowing DCU to meet both internal and external quality assurance requirements in an embedded procedure which is sufficiently robust to withstand external review. Compliance with, and progress on the completion of Periodic Programme reviews are reported by Associate Deans for Teaching and Learning at DCU's Education Committee Reports on progress are noted in the Education Committee minutes of the 30<sup>th</sup> September 2015. The growth in the proportion of all programmes having completed periodic programme review during the year is partly a result of the entire suite of business school programmes undertaking periodic programme review 2015 as part of the AACSB international accreditation of the Business School.



Excellent teaching and learning and quality of the student experience - Objective 2	
Institution objective	Support our academic faculty in their professional development, including both teaching and research, through the provision of on-going support for learning innovation and the development of teaching skills as well as providing a broad range of research support services
Performance Indicator	Proportion of staff undertaking academic professional development (measured by accredited programmes and training through on-going workshops and clinics)
Baseline	Baseline to be established in terms of (a) proportion of academic staff who have undertaken accredited programmes in pedagogy and (b) number of training days per staff member per year
Interim Target, end 2014	20% over baseline
Progress against 2014 Target	a) 24% annual increase in the number of academic staff who have completed credit accruing programmes in pedagogy in the last 4 years. b) 27% annual increase in the number of DCU “training days” specifically targeting professional development for academic staff
Interim target, end 2015	30% over baseline
Progress against 2015 target, commentary and data source	<b>67% over baseline</b>
Final Target, End 2016	50% over baseline

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

A range of accredited and unaccredited staff development opportunities are offered by a number of DCU units, in addition to externally delivered programmes. In the current iteration of these performance indicators, we have focused on development opportunities delivered by internally DCU, in particular, accredited and unaccredited programme delivery by the Teaching Enhancement Unit and the Training and Development Unit.

DCU engages in a cross-institutional approach to delivering an enhanced range of academic staff development opportunities- working closely with DCAD (an initiative of the DRHEA) and the IUA initiatives. This initiative will support DCU's existing academic leadership programmes. The National Institute of Digital Learning (NIDL) at DCU has developed a number of accredited modules in online pedagogies. To date, over 250 academic staff members at DCU have completed this training.

The Teaching Enhancement Unit is a key driver of professional development workshops and initiatives at DCU. In 2015, the TEU hosted 25 CPD events, available to staff in DCU and incorporating institutions. A successful technology-enhanced Learning Week involving a range of professional development activities was also delivered, made possible through external funding by the National Forum for the Enhancement of Teaching and Learning in Higher Education. Over the last academic year more than 100 staff have also participated in one of the NIDL's roundtable discussions on a digital learning related hot topic. The DCU Training and Development continue to deliver a broad range of professional development programmes to academic staff. A summary of these workshops and development sessions are included in Appendix 4. In 2015, the Training and Development Office has also been leading the provision of information and consultation sessions with staff from all Incorporating Institutions, with over 50 sessions delivered in 2015.

The following table summarises DCU staff participation in teaching and research focused professional development programmes and workshops delivered to academic staff at DCU in 2015 compared to the 2013 baseline year.

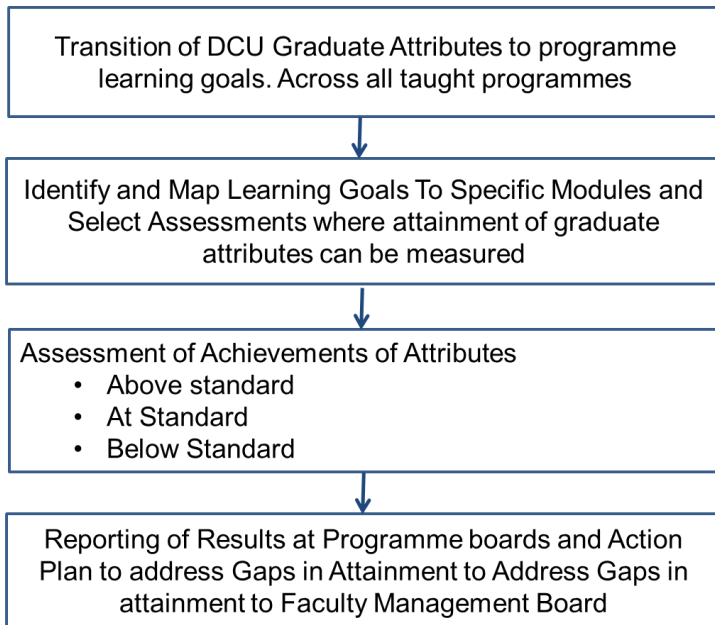
	2013 Baseline	2015 Activity
HR Training and Development- Hours	603	1069
HR Training and Development- Equivalent 'Days'	80.4	142.5
Teaching Enhancement Unit - Hours	1254	2036
Teaching Enhancement Unit - Equivalent 'Days'	167.2	271.5
Total Training 'Days' Delivered	247.6	414.0
Growth Since Baseline		67%

Figure 1: Academic Professional Development, 2013 and 2015 activity levels

<b>Excellent teaching and learning and quality of the student experience - Objective 3</b>	
<b>Institution objective</b>	<b>Support the learning and personal development of our students by mainstreaming and further developing our Graduate Attributes initiative (Generation 21) and introducing personal archives (e-Portfolios) for every student to record and reflect on the aptitudes developed by them</b>
<b>Performance Indicator</b>	Student engagement with developing graduate attributes facilitated through e-portfolios among 1 <sup>st</sup> year undergraduate students
<b>Baseline</b>	No systematic use of e-portfolios in 2012/13
<b>Interim Target, end 2014</b>	25% of first year entrants using e-portfolios
<b>Progress against 2014 Target</b>	DCU ePortfolios developed provided to all DCU students in December 2014. Implementation of plan to embed ePortfolios in DCU curricula and professional development initiatives
<b>Interim target, end 2015</b>	Original Target: 50% of first year entrants using e-portfolios <b>Revised Target: Pilot the Embedding and measurement of DCU Graduate Attributes within an Assurance of Learning Framework</b>
<b>Progress against 2015 target, commentary and data source</b>	<b>Successful roll-out of project to embed DCU Graduate Attributes within the learning outcomes of DCU Business School modules across all taught programmes. Measurement of attainment and management reporting of attainment of learning goals monitored and managed within an Assurance of Learning Framework.</b>
<b>Final Target, End 2016</b>	Roll-out of AOL aligned to DCU Graduate Attributes to another DCU Faculty

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

In 2015, the DCU Business School has rolled-out a system of embedding, measuring and monitoring the attainment of Graduate Attributes within student learning. The Assurance of Learning system has been developed to align learning outcomes from modules with those of the DCU Graduate Attributes across all taught modules. More crucially, the system actively monitors the attainment of specific attributes within identified assessments submitted by students, and measures student attainment of attributes as part of this assessment. Levels of attainment at modular and programme level have also been developed, and are actively monitored by the DCU Business School Faculty Management Board. Where gaps are identified in relation to attainment and action plan is developed at module, programme, and faculty level to close any gaps in performance.



The quality of the Assurance of Learning (AoL) system in DCU Business School was examined as part of the AACSB Accreditation process. The committee highlighted AoL as one the of 6 DCU Business School’s key strengths, commenting:

*“A very well developed culture of AoL exists at DCU Business School. Faculty and staff are clearly committed to an AoL process that has resulted in improved curricula for all programs. Multiple checks exist in the system to ensure a strong, validated system of AoL.”*

DCU continues to make progress in relation to the development of ePortfolios for students. A new digital portfolio platform has been selected after a comprehensive review process, given the DCU business specifications for the system, and the availability of an appropriate technical support for the system. The new platform (Mahara) will be relaunched in the 2016/2017 academic year.

Figure 2: Steps in DCU Business School Assurance of Learning for Graduate Attributes.

Excellent teaching and learning and quality of the student experience - Objective 4	
Institution objective	Develop a '21st Century Digital Campus' which, coupled with the outputs of our Institute for Digital Learning, will support pioneering, technology-enhanced learning and revolutionise the learning experience both for Campus-based Education and Distance Education
Performance Indicator	Strategic Milestone delivered, % staff development in digital learning pedagogy, % of programmes with an online or blended element
Baseline	<ul style="list-style-type: none"> <li>~100 staff have completed development programme in digital learning pedagogy</li> <li>8% of programmes with an online or blended element</li> </ul>
Interim Target, end 2014	<ul style="list-style-type: none"> <li>Complete rebranding of Oscail (National Distance Education platform located at DCU) as eDCU, and Digital Learning Institute fully operational</li> <li>~150 academic staff completed training in digital learning pedagogy</li> </ul>
Progress against 2014 Target	<ul style="list-style-type: none"> <li>Rebranding of Oscail complete. <i>DCU Connected</i> launched in August 2014</li> <li>200 academic staff have completed digital learning pedagogy in one or both of two modules- Online Learning or Assessment &amp; Feedback in Online Environment</li> </ul>
Interim target, end 2015	30% over baseline
Progress against 2015 target, commentary and data source	<b>Increased Blended Learning Target Achieved. Activity Levels on growth achieved in relation to overall activity on the DCU VLE; further strong growth measured in activity on rich and interactive learning supports on the VLE, including interactive lessons, and completion of assignments using the VLE.</b>
Final Target, End 2016	50% over baseline

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

2013/14	Distance Learners	All Enrollments	% Distance
DCU	967	11,853	8.2%
NUIG	0	16,977	0.0%
MU	7	10,030	0.1%
TCD	1	15,701	0.0%
UCC	127	19,056	0.7%
UCD	527	25,326	2.1%
UL	972	13,348	7.3%
<b>Total</b>	<b>2,601</b>	<b>112,291</b>	<b>2.3%</b>

Figure 3: Distance Education Enrolments in Irish Universities, 2013/14

DCU is Ireland's leading provider of remote learning programmes. In 2013/14, 8.2% of registered DCU students studied remotely, representing 37% of all university sector students who choose to study remotely.

The professional development of staff in developing approaches to technology-enhanced learning has been a key priority in providing a foundation for the development of an increased number of *blended* programmes at DCU. To date, 250 DCU staff have received accredited training in modules specifically designed to address digital learning pedagogies.

In 2015, considerable progress has been made on using Loop activity logs to monitor the frequency and depth of student engagement with blended learning tools within taught programmes. Using this information, DCU is able to monitor blended learning activity, and use this information to plan professional development, technology enhancements and student engagement activities.

Some highlights from 2015 include:

- Information from Moodle (Loop) indicates the blended learning target has been met and exceeded at a basic level. For example, over the last academic year there has been a **31% increase** in the overall use of Moodle. Other figures show a **27% increase in number of 'glossary' and 'choice' activities**. A **14% increase in the number 'quizzes' and 96% increase in number of 'questions'**. In addition, **202% increase in number of interactive 'lessons' created** and **37% increase in assignments that are managed through Moodle**.

Work is currently underway to develop a more sophisticated performance framework to help monitor, evaluate and enhance the use of the VLE environment for blended learning. This development will allow DCU to go beyond basic statistics and enable a stronger pedagogical focus in promoting new models of blended learning

### 3. High quality, internationally competitive research and innovation

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

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

DCU's Research and Innovation strategy outlines a 5 year plan to provide the foundation for DCU to achieve its overall vision as a research-intensive university of enterprise with a focus on translating knowledge into benefits. To deliver on these goals, four Research and Enterprise Hubs were developed, with the aim of building critical mass in priority areas and to seek new complementarities and synergies between researchers in DCU. In addition three cross-cutting platforms were also creating to provide additional expertise and support.

Related to the HEA Compact goals of 2015, there were at least 4 individual research applications to Horizon 2020 in excess of €1 million from each of the research hubs. These are summarised below:

- Information Technology Hub: Gabriel Muntean, NEWTON, ICT Hub, €1,274,851
- Democratic and Secure Societies Hub: John Doyle, South East Peace ITN, Democratic Societies Hub, €1,328,373
- Sustainable Economies and Societies Hub: Mary Pryce, LightChem, Sustainability Hub, €1,267,711
- Health Technologies Hub: Tia Keyes, SOLAS ITN, Health Hub, €1,267,386

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

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

DCU has set itself ambitious targets which reflect our vision as a research intensive university. DCU has developed a definition of research-active staff and is also targeting a measure of output quality that takes into account academic discipline. Strong progress has been made to date in relation to both metrics. We will continue to source metrics on research publication quality and output from analytics software linked to the Scopus database, which is currently the publications database from which research indicators for both the QS and Times Higher international ranking are drawn, and other databases where comparable data is available. Information on the definition of 'research-active' applied at DCU for the calculation of this metric is summarised in Appendix 5.

The following table uses uMultirank benchmarking data, drawn from the Web of Science and InCites, to examine DCU research performance relative to other leading UK and International non-Medical School universities.

<b>Research Indicators</b>	<b>Citation Rate</b>	<b>Research Publication Absolute/Normalised</b>	<b>Top Cited Publications</b>	<b>Interdisciplinary Publications</b>
Dublin City University	1.11	2,080 / 0.18	11.90%	15.3
Univeristy of Bath	1.29	4,192/0.26	13.90%	11.4
Brunel University	1.17	3,267 /0.22	13%	11.1
Lancaster University	1.27	4,784 / 0.35	13.40%	10.5
Loughborough University	1.14	4,045 / 0.25	11.60%	9.2
Reading University	1.35	4,367 /0.26	14.80%	9.6
Strathclyde University	1.05	4,662 / 0.24	9.40%	10.2

Figure 4: DCU research performance, 2015. Source: uMultirank, Web of Science data.



<b>High quality, internationally competitive research and innovation- Objective 3</b>	
<b>Institution objective</b>	<b>Enrich the educational offerings for our postgraduate research students by expanding the provision of Structured PhD... programmes</b>
<b>Performance Indicator</b>	% of PhD students undertaking taught modules during their PhD programme
<b>Baseline</b>	Baseline will based on % of 2013 graduates who have completed modules as part of their PhD programme
<b>Interim Target, end 2014</b>	Baseline + 5% increase
<b>Progress against 2014 Target</b>	25% annual increase in the number of PhD graduates who have completed at least 30 taught credits as part of their PhD programme.
<b>Interim target, end 2015</b>	Baseline + 10% increase
<b>Progress against 2015 target, commentary and data source</b>	14% increase over baseline in the absolute number of PhD graduates having completed 20 taught credits of more as part of their PhD programme. Moreover, an increase in the % of PhD graduates having completed 20 credit threshold for structured PhDs to 50% Table in Appendix 6 shows summary information
<b>Final Target, End 2016</b>	Baseline + 20% increase

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

DCU has made significant progress in developing a suite of initiatives to enhance postgraduate research student education. In addition to supporting best-practice in the development of new structured pathways within disciplines, developing a suite of cross-cutting graduate modules and launching ENRICH (a framework focused on developing a researcher skillset for enterprise and entrepreneurship), DCU has placed a significant focus on growing student engagement in such programmes.

#### 4. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Enhanced engagement with enterprise and the community and embedded knowledge exchange- Objective 1	
Institution objective	Develop our new Innovation Campus which will drive a step change in innovation, knowledge exchange, engagement with enterprise, and regional economic impact.
Performance Indicator	Number of companies located on the Innovation Campus; number of employees on the Innovation Campus
Baseline	One company in 2013; 50 staff
Interim Target, end 2014	4 companies; 75 staff
Progress against 2014 Target	20 Companies; 210 employees
Interim target, end 2015	Original Target: 20 companies, 210 staff; <b>Revised Stretch Target: 30 companies, 300 staff</b>
Progress against 2015 target, commentary and data source	<b>31 Companies, 315 staff</b>
Final Target, End 2016	Original Target: 10 Companies, 200 Staff Revised Stretch Target: 35 companies; 350 staff + 2 active research collaborations between Alpha and DCU academics

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

DCU Alpha, DCU's Innovation Campus in Glasnevin has attracted 31 companies, employing 315 staff which currently operate across the 200,000 sq. ft campus of mixed office, industrial and research space, developing ground-breaking products in connected health, clean energy and IoT technology. The campus has major tenants aligned with three of the four themes of the DCU Research and Enterprise Hubs three aspects of societies and economies: Siemens for information technology, Veolia for green-tech/ sustainable economies and societies and Fujitsu for health technologies. Orbiting these multinationals are local start-ups, SMEs and university spin-outs, working on a range of different product types such as LED technology for streetlights and gas-sensing systems for landfill sites. A rich mix of innovation and collaboration among campus tenants, coupled with rich opportunities for research collaborator with DCU has seen the Innovation far outstrip its original targets for growth.

DCU Alpha now plans to grow to 100 companies and 800 jobs over the next three years under its new brand identity, double the amount envisaged under the 2013 Action Plan for Jobs

Enhanced engagement with enterprise and the community and embedded knowledge exchange- Objective 2	
<b>Institution objective</b>	Secure our position as Ireland's leading innovative university by doubling our knowledge transfer activities with enterprise and wider society via contract research, collaborative research, consultancy, and licensing activities.
<b>Performance Indicator</b>	Aggregate measure of knowledge transfer activities
<b>Baseline</b>	Leading Irish university for executed licences for last 4 years
<b>Interim Target, end 2014</b>	Establish robust aggregate measure for knowledge transfer activities; Roll-out of enterprise consultancy scheme
<b>Progress against 2014 Target</b>	Composite metric of Innovation Output developed. Enterprise Consultancy Scheme Delivered
<b>Interim target, end 2015</b>	50% increase from 2012 baseline (using aggregate measure)
<b>Progress against 2015 target, commentary and data source</b>	52% increase in activity from 2012 baseline based on aggregate measure
<b>Final Target, End 2016</b>	75% increase from 2012 baseline (using aggregate measure)

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

Significant progress has been made in relation to the identification and development of an aggregate performance measure for knowledge transfer activities. In designing and developing the aggregate model, DCU focused on developing a metric that,

- Captures a broad range of knowledge-transfer outputs by a university
- Provides an opportunity to weight individual factors within the model based on their relative importance to the DCU strategic plan and national knowledge transfer priorities
- Where possible, uses data that is publicly available and comparable, to facilitate benchmarking or the measure, or elements of it.

The following table summarises the DCU innovation index performance 2012-2015.

Engagement Indicators	Strategic Weighting	2012	2013	2014	2015	Weighted 2012	Weighted 2013	Weighted 2014	Weighted 2015
Spin-Outs	10	1	7	3	4	10	70	30	40
Licence, Option, Assignment	9	18	24	25	25	162	216	225	225
Patent Filings	6	7	11	13	15	42	66	78	90
Invention Disclosure Forms	2	21	37	33	35	42	74	66	70
Non Disclosure Agreement	2								
Contract Research >€50K	8								
Co-Sponsored Research (total value >€50k)	8	9	12	19	15	72	96	152	120
Facility Access Agreements >€50K	8								
Contract Research <€50K	6								
Facility Access Agreements <€50K	6								
Industry Sponsored PhDs/P.Docs	5								
Co-Sponsored Research (total value <€50k >€10K)	5	19	19	19	20	95	95	95	100
Consultancy Agreement	4								
<b>Total</b>		<b>75</b>	<b>110</b>	<b>112</b>	<b>114</b>	<b>423</b>	<b>617</b>	<b>646</b>	<b>645</b>
<b>Performance, Indexed to 2012 Baseline</b>						<b>100.0</b>	<b>145.9</b>	<b>152.7</b>	<b>152.5</b>

Figure 5: DCU Performance in Aggregation Innovation Measure, 2011-2015

Knowledge Transfer	Co-publications with industrial partners	Patents awarded absolute	Patents awarded normalised	Industry co-patents	Spin-offs	Publications cited in patents
Dublin City University	4.7%	32	2.87	6.3%	7.13	2.0%
University College Dublin	3.8%	28	0.86	10.7%		1.4%
Trinity College Dubin	4.8%	39	2.33	7.7%		1.9%
University of Limrick	4.5%	23	2.06	21.7%	2.42	1.4%
Maynooth University	4.2%	5	0.59		3.46	1.0%
Unverisity College Cork	5.3%	34	1.73	8.8%	3.3	1.8%
NUI, Galway	4.7%	31	2.38	22.6%	3.88	1.3%

Figure 6: Benchmark of DCU Innovation Performance relative to other Irish universities, uMultirank, 2015

DCU continues to perform strongly in relation to knowledge transfer and industry collaboration relative to peer institutions nationally and internationally. DCU cumulatively has executed more licences than any Irish HEI over 7 years. We note that across the sector, there are increasing challenges for SFI centres to meet their targets in relation to industry agreements.

While DCU will retain these important elements of innovation and industry collaboration within the proposed aggregate metric, we note that the current challenges within the sector, coupled with a lack of independently verifiable data in relation to this activity across the sector remains a challenge to fully measuring activity.

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

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

DCU has made good progress in relation to this objective, with 7 projects either active or completed at the end of December 2015. Interest and engagement from community partners has been very positive in seeking to engage with DCU staff and students on specific projects. At the end of December 2015, five Schools were involved in at least one project, a considerable growth in the breadth of engagement in the last 12 months. It is expected that further progress will be made in 2016, led by the Director of the Societal Impact Platform at DCU's, whose remit includes developing and supporting CKE opportunities between community-based organisations and DCU.

The following table summarises the completed CKE in 2015

DCU School	Community Partner	Project Name
DCU School of Communications	GLEN (Gay and Lesbian Equality Network)	Project on building and piloting a survey tool that will measure the LGBT inclusivity climate of post-primary schools in Ireland
School of Computing:	Arthritis Ireland	Project on creating a pilot tool to support and encourage products to market that are accessible to people with Arthritis carried out by inclusive design experts and people with arthritis
Age Friendly University Project	Active Retirement and Age Action:	Researching Ourselves: Older People as Co-Researchers in Understanding Active Ageing
Faculty of Humanities and Social Sciences	Kimmage Development Centre	Research project on the protection of civilians during peacekeeping operations (the cases of the Democratic Republic of Congo and South Sudan)
Law and Government	ActionAid	Project on investigation of community approaches to tackle gender-based violence in Malawi
School of Communications	Volunteer Ireland	Project on the use of social media in fundraising and social awareness campaigns

Figure 7: Schools and Community Partners engaged in 2015 CKE Projects

## 5. Enhanced internationalisation

Enhanced internationalisation - Objective 1	
Institution objective	<b>Building on high levels of EU student enrolment, we aim to double the number of non-EU students over the next five years.</b>
Performance Indicator	Total number of full time non EU domiciled students registered at DCU
Baseline	~500 students in 2011/12
Interim Target, end 2014	600
Progress against 2014 Target	661 Non-EU domiciled Students registered on 1 <sup>st</sup> November, 2014.
Interim target, end 2015	700
Progress against 2015 target,	<b>785 non-EU domiciled students registered on 1<sup>st</sup> November, 2015</b> (See Appendix 7 for data definitions applied to this calculation)
Final Target, End 2016	800

### Enhanced internationalisation - Objective 1: Additional Comments

DCU's strategic plan, Transforming Lives and Societies, outlined ambitious plans for DCU to double the number of non-EU students at DCU. Since this time, the university has developed a number of initiatives to explore and develop both traditional and more innovative ways to increase international student numbers at DCU. In line with our Compact target, in November 2014, there were over 700 students of Non-EU domicile at DCU. In keeping with best international practice these comprise Non-EU students completing their DCU programmes on campus, through blended / e-learning modes of study, and in our inaugural transnational education (TNE) initiative where currently almost 400 students at PNU, study on programmes designed, delivered and accredited by DCU.

	DCU	NUIG	MU	TCD	UCC	UCD	UL	Unis
International Students (Full-time Enrolments Non Irish)	834	2,490	535	2,676	1,698	3,351	1,076	12,660
International Students (Part-Time Enrolments Non Irish)	43	189	62	187	26	334	17	858
Incoming Exchange	261	305	280	434	617	590	640	3,127
Total International (not incl Study Abroad, Distance, Intl Campus)	1,138	2,984	877	3,297	2,341	4,275	1,733	16,645
Total Registration (not including Distance, Intl Campus)	10,886	16,977	10,023	15,700	18,929	24,631	12,376	109,522
<b>% Internationally Domiciled Students</b>	<b>10%</b>	<b>18%</b>	<b>9%</b>	<b>21%</b>	<b>12%</b>	<b>17%</b>	<b>14%</b>	<b>15%</b>

Figure 8: DCU internationally domiciled student body, 2013/14: Source: HEA Draft Institutional Profiles.

<b>Enhanced internationalisation - Objective 2</b>	
<b>Institution objective</b>	Establish a small, dynamic, global network of partner universities in regions prioritised in DCU's Internationalisation Strategy. This network will include partners in Europe, India, China, North America, the Middle East and Sub-Saharan Africa
<b>Performance Indicator</b>	Active Partnership = [MOU; ≥1 Collaborative Research Project; Mutual Access to online modules; active student & staff exchange; student online collaboration programme]
<b>Baseline</b>	Zero active partnerships in 2012 (as defined above)
<b>Interim Target, end 2014</b>	1 active partnership
<b>Progress against 2014 Target</b>	DCU has established a multi-faceted Transatlantic partnership with Arizona State University
<b>Interim target, end 2015</b>	2 active partnerships
<b>Progress against 2015 target, commentary and data source</b>	1 active partnership with Arizona State University. Good progress made in relation to identification and scoping of relationship with other potential partners Development of the Strategic Cross- Border University Partnership between Ulster University and DCU
<b>Final Target, End 2016</b>	2 active partnerships

#### **Enhanced internationalisation - Objective 2: Additional Comments**

As noted in our 2014 Compact Report, as a result of organisational priority to the successful completion of the DCU Incorporation Programme, we had previously submitted a revision to our target for this objective, targeting the establishment of 2 active partnerships by end of 2016. DCU is still in active discussions with a number of potential future strategic partners in key international markets to deliver on this target.

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



Enhanced internationalisation - Objective 3	
Institution objective	Increase the global mobility of our student body, reflected in improved international study and work-based placement opportunities for our domestic students
Performance Indicator	Increasing the number Irish undergraduate DCU students participating in Study abroad or international work placements as part of their programme
Baseline	~700 undergraduate students currently participating in international study abroad or international work placements as part of their programme
Interim Target, end 2014	Initiate active promotion of outward study abroad opportunities.
Progress against 2014 Target	A number of promotional and structural changes to undergraduate programmes have been initiated to increase participation in outward study abroad opportunities.
Interim target, end 2015	10% increase (from baseline)
Progress against 2015 target, commentary and data source	<b>17.4% growth in registrations on programmes which include an element of international study abroad.</b>  (data relating to this calculation can be found in appendix 8)
Final Target, End 2016	15% increase (from baseline)

#### Enhanced internationalisation - Objective 3: Additional Comments

In meeting the targets of this objective, DCU has developed a number of initiatives and programme options to provide both additional opportunities for international study abroad experiences for our students, and where appropriate, formal recognition to those students who avail of a significant study abroad experience at part of their programme. Some of the initiatives currently in place in in 2015:

- Formal recognition in transcripts for students opting study abroad as part of their programmes in Humanities and Social Sciences, where year-long study abroad opportunities are available. Students who successfully complete an outward study abroad experience are permitted graduate with an alternative award title, appended with (International)
- The development of a new programme in our suite of BSc Global Business programmes, Global Business Canada, which offers students a dual award, participating in two year's study at DCU, and two years at Brock University, Ontario, Canada.

On 1st November 2015, 841 students across 25 programme streams at DCU were registered on programmes that contain a study abroad experience as part of the programme.

Enhanced internationalisation - Objective 4	
<b>Institution objective</b>	<b>Establish a significant cohort of (off-campus) international students taking DCU programmes online</b>
<b>Performance Indicator</b>	Number of international students taking DCU online programmes from a location outside Ireland
<b>Baseline</b>	<50 in 2012
<b>Interim Target, end 2014</b>	60 registered students
<b>Progress against 2014 Target</b>	137 DCU Students of international domicile registered on DCU programmes prior to the end of 2014.
<b>Interim target, end 2015</b>	100 registered students
<b>Progress against 2015 target, commentary and data source</b>	<b>41 DCU students of international domicile registered on DCU programmes to the end of 2015</b> (Definition applied can be found in Appendix 9)
<b>Final Target, End 2016</b>	200 registered students

#### Enhanced internationalisation - Objective 4: Additional Comments

In 2012/13 and in 2014/15 DCU has partnered with Global e-Schools Initiative (GeSCI) to deliver an e-learning Postgraduate Diploma in Leadership Development and IT Knowledge Society, designed to enable present and future African leaders to become change-makers in government and to participate in and influence the kind of central policy-making necessary for social and economic development. In 2014/15, 102 students registered for this programme, which accounted for over 70% of our internationally domiciled eLearning students on this particular programme. There was no new intake into this programme stream in 2015/16, and participation in the programme for 2016/17 is yet to be confirmed. DCU will continue to market and promote its portfolio of distance education to a global audience.

## 6. Institutional consolidation

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

### Institutional consolidation - Objective 1: Additional Comments

Considerable progress has been made to meet the ambitious timetable of milestones to achieve the goal of a single university entity through the DCU Incorporation Programme. The Incorporation Programme is the largest of its kind to take place in the State and, once complete, will see the establishment of the DCU Institute of Education, the largest critical mass of education expertise in Ireland. And an enhanced Faculty of Humanities and Social Sciences that will incorporate the combined strengths of the four institutions, providing new opportunities for future students.

Key Achievements across the 9 Programme workstreams in 2015 include:

- Completion of first major phase of the Programme with the registration as DCU students of all first year undergraduates and research postgraduates who would previously have been SPD or MDI students into DCU structures.
- In February 2015, DCU and CICE signed an inter-institutional linkage agreement, with CICE becoming a college of the university and DCU will becoming the sole accrediting body for all CICE's undergraduate and postgraduate degree programmes
- Finalisation of the new Post-Incorporation organisational structures, including new School structures, and the appointments of School Heads to both the Institute of Education, and new Schools within the Faculty of Humanities and Social Sciences
- Student Support and Development, Information Systems and Support, and Library services delivered across both campuses since September 2015.
- Delivery of a single integrated timetable for SPD, MDI and DCU.
- The opening of the new library and teaching facilities on the St Patrick's Campus.
- Commencement of the website integration project
- Delivery of over 50 staff information and training sessions
- Commencement of the refurbishment of All Hallows Campus
- Agreement on the alignment of academic marks and standards.

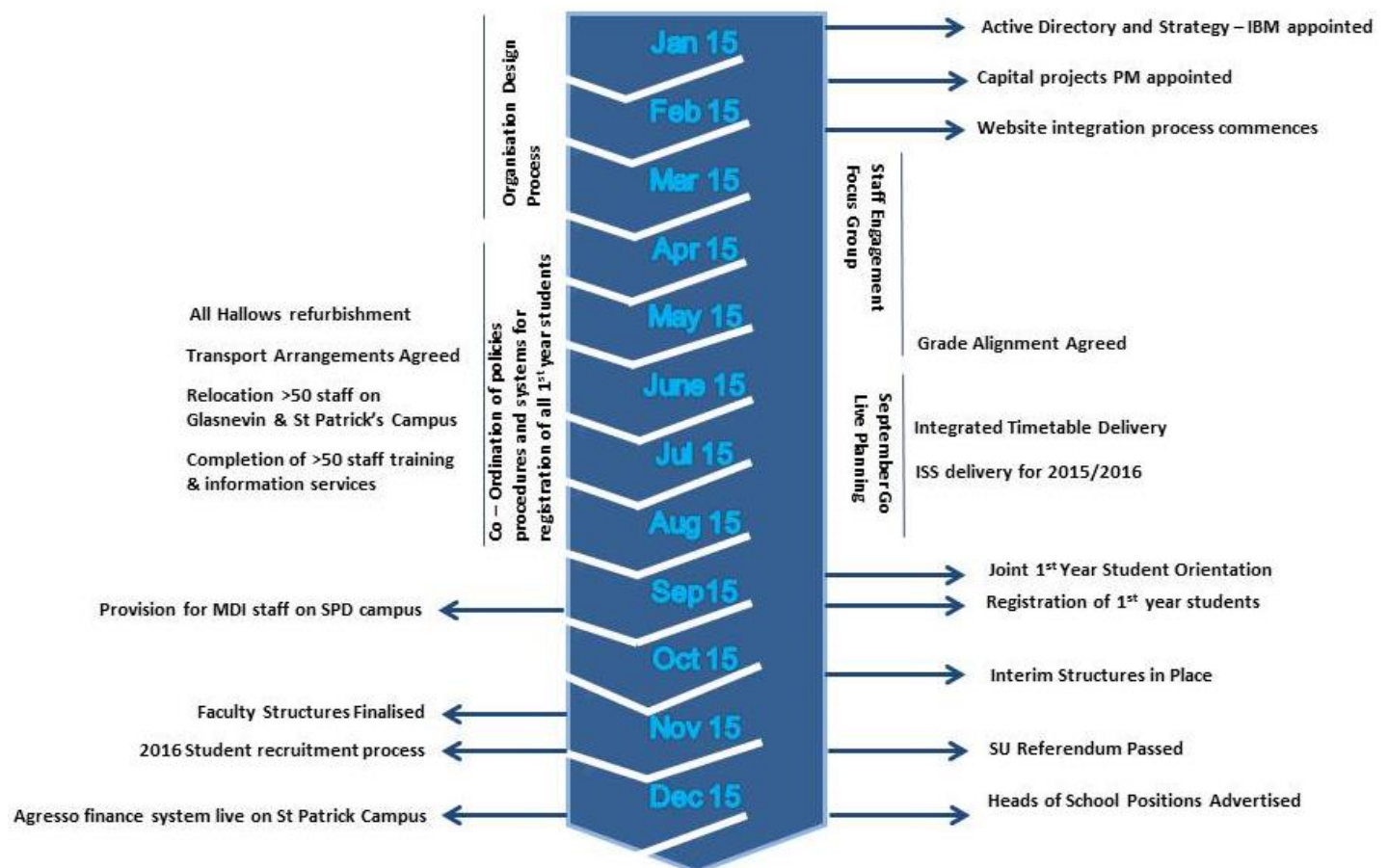


Figure 8: Key Milestones of Incorporation Programme, 2015

<b>Institutional consolidation - Objective 2</b>	
<b>Institution objective</b>	Develop a multi-faceted Alliance with DkIT
<b>Performance Indicator</b>	Specific, deep collaborative initiatives developed
<b>Baseline</b>	MOU signed; collaborations in entrepreneurship and innovation
<b>Interim Target, end 2014</b>	<ul style="list-style-type: none"> <li>Establish a model for a DCU-DkIT Graduate School;</li> <li>Identify options for joint Master's Degree Programmes</li> </ul>
<b>Progress against 2014 Target</b>	<ul style="list-style-type: none"> <li>Launch of DCU-DkIT Graduate School on 3<sup>rd</sup> October, 2014</li> <li>Developments in relation to future programme provision being progressed within the wider MEND Cluster initiatives on joint provision and ATP processes</li> </ul>
<b>Interim target, end 2015</b>	Implement model for a DCU-DkIT Graduate School; Establish common student entrepreneurship platform
<b>Progress against 2015 target, commentary and data source</b>	Implemented year 2 of the linked provider relationship and are likely to have the first DkIT graduates with DCU awards. Researched a model of deeper integration of experience for research students and drafted an agreement to underpin this.
<b>Final Target, End 2016</b>	Offer 2 new (joint) Master's Programmes

### **Institutional consolidation - Objective 2: Additional Comments**

In July 2012, DkIT and DCU signed a Memorandum of Understanding to establish a Strategic Alliance. This provided a framework for deep engagement and collaboration between the two Institutions in the following areas:

- Teaching and Learning, including defined access, progression and articulation between the institutions and development of a Graduate School focusing on postgraduate research provision;
- The further development of existing research collaborations, including the establishment of joint research centres and joint cross-border, national and international research funding proposals;
- Further development of existing activities in regional innovation and engagement with enterprise.

During 2015, the two Institutions continued to deepen and develop the strategic alliance across the areas outlined above.

Under teaching and learning, much of the work on academic planning and access and progression routes was conducted under the auspices of the Dublin/Leinster 2 (MEND) Cluster, and is discussed later in this section. DCU and DkIT continue to explore the option of a joint taught Master's Degree programme.

A key achievement for 2015, has been this further development of this DCU-DKIT Graduate School, which was launched in October 2014. Phase 1 of the DCU-DKIT Graduate School has been successfully completed resulting in:

- Increased brand and external awareness of Level 9 and 10 research degree offerings at DkIT through the Graduate School;
- The recruitment of 28 additional level 9 and 10 postgraduate researchers across three of the Schools and within our prioritised research areas as shown below;
- DkIT taking a leading role in the IoT sector for the establishment of structured PhD provision, in accordance with national policy, within the Institute’s prioritised research areas and in partnership with DCU;
- The alignment of policies and governance structures with DCU with regard to postgraduate research degrees.

School	Postgraduate Numbers	Research Area	Postgraduate Numbers
Informatics and Creative Arts	16	ICT, Health & Ageing	12
Health and Science	9	Energy Environment	3
Business and Humanities	3	Creative Arts	10
		Business Humanities	3
<b>TOTAL</b>	<b>28</b>		<b>28</b>

Figure 9: Enrollments in DCU-DKIT Graduate School, 2015

Phase 2 is currently underway, which includes a review and discussion of a long term sustainable funding model for the Graduate School, and agreement on structures to facilitate parity of access to library resources, and other facilities for students on both campuses is being actively pursued.

During 2015, the link with industry was also strengthened through the work of the Regional Development Centre (RDC) at DkIT and INVENT at DCU, which resulted in the successful delivery of a number of projects in the area of enterprise and innovation. These included the Enterprise Ireland’s New Frontiers Programme; the VITAL Project, in partnership with Queen’s University, Belfast and the Technology Transfer Strengthening Initiative. In addition, DkIT and DCU continued to be partners in the CEEN Network (Campus Entrepreneurship Enterprise Network) aimed at embedding entrepreneurship across disciplines. These joint projects reflected the two Institutions ongoing commitment to regional development within the North East and along the M1 Economic Corridor.

## Appendix Information

Note	Domain	Metric	Source Data and Method of Calculation
1	Participation, equal access and lifelong Learning	% DCU UG degree entrants through HEAR or DCU Access scheme	<p>Data Source: DCU Student Registration System, ITS Based on student registrations on 1<sup>st</sup> November, 2015, and aligned with Provisional HEA Student Return.</p> <p>Total Entering Access Students = 425 Total 1<sup>st</sup> year undergraduate students (excluding repeat students)= 3372 425/3372= 12.6%</p>
2	Participation, equal access and lifelong Learning	Age Friendly Modules at DCU.	<p>Modules Developed as part of the Age Friendly Programme</p> <ol style="list-style-type: none"> <li>1. Business and Professional Ethics</li> <li>2. Ethics of Journalism</li> <li>3. Introduction to Marketing</li> <li>4. Citizenship, Diversity and Inclusion</li> <li>5. Introduction to Law</li> <li>6. Introduction to Microbiology and Genetics</li> <li>7. Introduction to Modern Ireland</li> <li>8. The American Political System</li> <li>9. Sociology of Sport 1</li> <li>10. Sport and Exercise Physiology</li> <li>11. Comparative European Politics</li> <li>12. Critical Thinking and Health</li> <li>13. Introduction to Development</li> <li>14. Growing Older</li> <li>15. Introduction to Intercultural Studies</li> <li>16. Language Culture and International Communication</li> <li>17. Spirituality, Religion and Health</li> <li>18. Cultural Studies</li> <li>19. Sexuality and Society</li> <li>20. Psychology, Media and Creativity</li> <li>21. Culture, Health and Illness</li> </ol>

3	Excellent teaching and learning and quality of the student experience	Programmes which have completed Periodic Programme Review by December 2015	<p>Data Source: University Standards Committee, Education Committee Minutes.</p> <p>Programmes which have completed Periodic Programme Review in 2013/14, 2014/15 and to December 2015:</p> <table border="1" data-bbox="819 240 2089 1385"> <tr> <td data-bbox="819 240 1379 1385"> MSc in Electronic Commerce (Business)  MSc in Finance  MSc in Emergency Management  BSc in Computer Applications  BA in Communication Studies  BA in Journalism  MA in Journalism  MA in Political Communication  BSc in Multimedia  MSc Multimedia  M.Sc. in Science Communication  MA in Social Media Studies  MA in Film and Television Studies  Bachelor of Business Studies  BBS (International Finance)  BA in Global Business Programme Streams  B.Eng. in Biomedical Engineering  B.Eng. Mechanical &amp; Manufacturing Eng  MSc. C.A. Mechanical &amp; Manufacturing Eng  BCL (Law and Society)  BA in International Relations  MA in Development  MA in International Relations  MA in International Security &amp; Conflict  BSc in Management of Info Tech/Info Syst  BSc (Hons) in Information Technology  MSc in Information Systems Strategy  MSc in Humanitarian Log &amp; Emergency Mgt  BA in Accounting &amp; Finance  BSc in Aviation Management  Graduate Cert.in Corporate Treasury  Graduate Cert in Digital Marketing </td> <td data-bbox="1379 240 2089 1385"> Graduate Certificate in Management  Grad Cert. in Sustainable Energy Finance  Bachelor Business Studies International  Masters in Business Administration  MSc in Accounting  MSc in Electronic Commerce (Business)  MSc in Finance  M.Sc. in Human Resource Strategies  MSc in Human Resource Management  MSc International Management  BSc Marketing, Innovation &amp; Technology  BSc Marketing, Innovation &amp; Technology  MSc in Investment, Treasury &amp; Banking  MSc in Marketing  MSc Org Change &amp; Leadership Development  MSc in Work &amp; Organisational Psychology  MSc in Management  MSc in Sustainable Energy Finance  MSc in Emergency Management  MBS in Safety &amp; Health at Work  MSc in Work &amp; Organisational Behaviour  MSc in Strategic Procurement  Professional Diploma in Accounting  Postgraduate Diploma in Taxation  BA in Applied Language and Intercultural  BA in Applied Language &amp; Translation Stu  BA in Contemporary Culture and Society  BA Languages for Int. Communication(Eng)  MA in Comparative Literature  MA in Intercultural Studies  Master of Arts in Translation Studies </td> </tr> </table>	MSc in Electronic Commerce (Business) MSc in Finance MSc in Emergency Management BSc in Computer Applications BA in Communication Studies BA in Journalism MA in Journalism MA in Political Communication BSc in Multimedia MSc Multimedia M.Sc. in Science Communication MA in Social Media Studies MA in Film and Television Studies Bachelor of Business Studies BBS (International Finance) BA in Global Business Programme Streams B.Eng. in Biomedical Engineering B.Eng. Mechanical & Manufacturing Eng MSc. C.A. Mechanical & Manufacturing Eng BCL (Law and Society) BA in International Relations MA in Development MA in International Relations MA in International Security & Conflict BSc in Management of Info Tech/Info Syst BSc (Hons) in Information Technology MSc in Information Systems Strategy MSc in Humanitarian Log & Emergency Mgt BA in Accounting & Finance BSc in Aviation Management Graduate Cert.in Corporate Treasury Graduate Cert in Digital Marketing	Graduate Certificate in Management Grad Cert. in Sustainable Energy Finance Bachelor Business Studies International Masters in Business Administration MSc in Accounting MSc in Electronic Commerce (Business) MSc in Finance M.Sc. in Human Resource Strategies MSc in Human Resource Management MSc International Management BSc Marketing, Innovation & Technology BSc Marketing, Innovation & Technology MSc in Investment, Treasury & Banking MSc in Marketing MSc Org Change & Leadership Development MSc in Work & Organisational Psychology MSc in Management MSc in Sustainable Energy Finance MSc in Emergency Management MBS in Safety & Health at Work MSc in Work & Organisational Behaviour MSc in Strategic Procurement Professional Diploma in Accounting Postgraduate Diploma in Taxation BA in Applied Language and Intercultural BA in Applied Language & Translation Stu BA in Contemporary Culture and Society BA Languages for Int. Communication(Eng) MA in Comparative Literature MA in Intercultural Studies Master of Arts in Translation Studies
MSc in Electronic Commerce (Business) MSc in Finance MSc in Emergency Management BSc in Computer Applications BA in Communication Studies BA in Journalism MA in Journalism MA in Political Communication BSc in Multimedia MSc Multimedia M.Sc. in Science Communication MA in Social Media Studies MA in Film and Television Studies Bachelor of Business Studies BBS (International Finance) BA in Global Business Programme Streams B.Eng. in Biomedical Engineering B.Eng. Mechanical & Manufacturing Eng MSc. C.A. Mechanical & Manufacturing Eng BCL (Law and Society) BA in International Relations MA in Development MA in International Relations MA in International Security & Conflict BSc in Management of Info Tech/Info Syst BSc (Hons) in Information Technology MSc in Information Systems Strategy MSc in Humanitarian Log & Emergency Mgt BA in Accounting & Finance BSc in Aviation Management Graduate Cert.in Corporate Treasury Graduate Cert in Digital Marketing	Graduate Certificate in Management Grad Cert. in Sustainable Energy Finance Bachelor Business Studies International Masters in Business Administration MSc in Accounting MSc in Electronic Commerce (Business) MSc in Finance M.Sc. in Human Resource Strategies MSc in Human Resource Management MSc International Management BSc Marketing, Innovation & Technology BSc Marketing, Innovation & Technology MSc in Investment, Treasury & Banking MSc in Marketing MSc Org Change & Leadership Development MSc in Work & Organisational Psychology MSc in Management MSc in Sustainable Energy Finance MSc in Emergency Management MBS in Safety & Health at Work MSc in Work & Organisational Behaviour MSc in Strategic Procurement Professional Diploma in Accounting Postgraduate Diploma in Taxation BA in Applied Language and Intercultural BA in Applied Language & Translation Stu BA in Contemporary Culture and Society BA Languages for Int. Communication(Eng) MA in Comparative Literature MA in Intercultural Studies Master of Arts in Translation Studies				



4	Excellent teaching and learning and quality of the student experience	Information on training provided by DCU Training and Development Unit.	<ul style="list-style-type: none"> <li>• Academic Speed Reading</li> <li>• Budget Preparation for Research Proposals</li> <li>• Communications Training for Researchers and Academics</li> <li>• CV Clinic for Researchers and Academics</li> <li>• Developing and Managing Your Research Career</li> <li>• Developing your Professional Portfolio in Teaching and Learning</li> <li>• Financial Management for National and European Research Projects</li> <li>• Grant Writing for Researchers and Academics</li> <li>• How to Access Commercialisation Funding</li> <li>• Intellectual Property</li> <li>• Managing a Research Team</li> <li>• Maximising Your Research Profile</li> <li>• PMDS Reviewer Training</li> <li>• Preparation for Interview for Researchers</li> <li>• Project Management for Researchers and Academics</li> <li>• Starting out as a Tutor</li> <li>• Supervising the PhD Process</li> <li>• University Leadership and Management Programme</li> <li>• Writing for Publications for Researchers and Academics</li> </ul>
5	High quality, internationally competitive research and innovation	% of research-active staff	<p>DCU Definition of “Research Active”:</p> <p>Academic Staff must fulfil both of the following criteria:</p> <ul style="list-style-type: none"> <li>• Have published at least once in the previous three calendar years, with publication included in Scopus, Web of Science and Google Scholar databases, AND,</li> <li>• Staff member also is currently completing a PhD, OR, supervising a research Postgrad in the current year.</li> </ul>

6	High quality, internationally competitive research and innovation	Number of PhD graduates completing taught credits as part of their programme	<p>Data Source: DCU Student Registration System, ITS</p> <p>Column 2: PhD graduates in each calendar year who have completed any taught credits as part of their research qualification</p> <p>Column 3: PhD graduates who have completed at least 20 taught credits as part of their PhD programme are included.</p> <table border="1" data-bbox="846 328 2063 560"> <thead> <tr> <th>Calendar Year</th> <th>PhD Grads completing Credits</th> <th>PhD Grads completing &gt; 20 Credits</th> <th>Total PhD Grads</th> <th>% Grads with Credits</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>6</td> <td>4</td> <td>93</td> <td>4%</td> </tr> <tr> <td>2011</td> <td>17</td> <td>14</td> <td>108</td> <td>13%</td> </tr> <tr> <td>2012</td> <td>31</td> <td>30</td> <td>143</td> <td>21%</td> </tr> <tr> <td>2013</td> <td>51</td> <td>48</td> <td>148</td> <td>32%</td> </tr> <tr> <td>2014</td> <td>62</td> <td>60</td> <td>126</td> <td>48%</td> </tr> <tr> <td>2015</td> <td>56</td> <td>55</td> <td>110</td> <td>50%</td> </tr> </tbody> </table>	Calendar Year	PhD Grads completing Credits	PhD Grads completing > 20 Credits	Total PhD Grads	% Grads with Credits	2010	6	4	93	4%	2011	17	14	108	13%	2012	31	30	143	21%	2013	51	48	148	32%	2014	62	60	126	48%	2015	56	55	110	50%
Calendar Year	PhD Grads completing Credits	PhD Grads completing > 20 Credits	Total PhD Grads	% Grads with Credits																																		
2010	6	4	93	4%																																		
2011	17	14	108	13%																																		
2012	31	30	143	21%																																		
2013	51	48	148	32%																																		
2014	62	60	126	48%																																		
2015	56	55	110	50%																																		
7	Enhanced Internationalisation	Number of Non-EU Domiciled Students at DCU	<p>Data Source: DCU Student Registration System, ITS</p> <p>Based on those who report a domicile country in a non-EU country, OR, students for who domicile is unknown, but who pay Non-EU fees.</p> <p>Students registered on 1<sup>st</sup> November 2015 with reported non-EU domicile= 668</p> <p>Students registered on 1<sup>st</sup> November 2015, with no reported domicile, but Non-EU fee-paying status= 116</p> <p><b>Total= 784</b></p>																																			
8	Enhancement Internationalisation	Students studying on programmes which include an element of study abroad.	<p>Undergraduate Programmes offering Students Structured outbound student abroad opportunities</p> <table border="1" data-bbox="831 943 1615 1078"> <thead> <tr> <th></th> <th>2011/12</th> <th>2012/13</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td><b>717</b></td> <td><b>834</b></td> <td><b>804</b></td> <td><b>817</b></td> <td><b>842</b></td> </tr> <tr> <td colspan="5"><b>Growth from Baseline</b></td> <td><b>17%</b></td> </tr> </tbody> </table> <p>Based on student registrations to programmes that include a structured element of study abroad within the programmes. Based on registrations on the programme on 1<sup>st</sup> March in each academic year.</p>		2011/12	2012/13	2013/14	2014/15	2015/16	<b>Total</b>	<b>717</b>	<b>834</b>	<b>804</b>	<b>817</b>	<b>842</b>	<b>Growth from Baseline</b>					<b>17%</b>																	
	2011/12	2012/13	2013/14	2014/15	2015/16																																	
<b>Total</b>	<b>717</b>	<b>834</b>	<b>804</b>	<b>817</b>	<b>842</b>																																	
<b>Growth from Baseline</b>					<b>17%</b>																																	

9	Enhanced internationalisation	Number of internationally domiciled distance education students	Data Source: DCU Student Registration System, ITS  Based on students registered from two sources: a) Students registered as distance education students on 1 <sup>st</sup> November 2015, for the 2015/16 academic year, with an international domicile
---	-------------------------------	---	--

STUDENT NUMBERS

Entrants		Graduates		
	No.		No.	%
New Entrants Year 1 (Full-time Undergraduate)	3,800	Undergraduate Graduates	2,565	59%
New Entrants Year 2+ (Full-time Undergraduate)		Postgraduate Graduates	1,751	41%

Enrolments											
		Full-time	Part-time	Remote	Total			Full-time	Part-time	Remote	Total
<b>Other Enrolments (IoTs only)</b>	<b>No.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>Other Enrolments (IoTs only)</b>	<b>%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
FETAC Cert	No.				0	FETAC Cert	%	0%	0%	0%	0%
FETAC Advanced Cert	No.				0	FETAC Advanced Cert	%	0%	0%	0%	0%
of which are apprenticeships	No.				0	of which are apprenticeships	%	0%	0%	0%	0%
<b>Undergraduate</b>	<b>No.</b>	<b>12,419</b>	<b>188</b>	<b>669</b>	<b>13,276</b>	<b>Undergraduate</b>	<b>%</b>	<b>94%</b>	<b>1%</b>	<b>5%</b>	<b>82%</b>
Foundation/Access	No.				0	Foundation/Access	%	0%	0%	0%	0%
Diploma	No.	33		1	34	Diploma	%	97%	0%	3%	0%
Certificate	No.	20			20	Certificate	%	100%	0%	0%	0%
Higher Certificate	No.				0	Higher Certificate	%	0%	0%	0%	0%
Ordinary Degree (L7)	No.				0	Ordinary Degree (L7)	%	0%	0%	0%	0%
Honours Degree (L8)	No.	11,708	92	667	12,467	Honours Degree (L8)	%	94%	1%	5%	94%
Occasional	No.	658	96	1	755	Occasional	%	87%	13%	0%	6%
<b>Postgraduate</b>	<b>No.</b>	<b>1,676</b>	<b>1,100</b>	<b>153</b>	<b>2,929</b>	<b>Postgraduate</b>	<b>%</b>	<b>57%</b>	<b>38%</b>	<b>5%</b>	<b>18%</b>
Postgrad Diploma	No.	33	140		173	Postgrad Diploma	%	19%	81%	0%	6%
Postgrad Higher Diploma	No.				0	Postgrad Higher Diploma	%	0%	0%	0%	0%
Postgrad Certificate	No.				0	Postgrad Certificate	%	0%	0%	0%	0%
Masters Taught (L9)	No.	948	906	153	2,007	Masters Taught (L9)	%	47%	45%	8%	69%
Masters Research (L9)	No.	38	14	0	52	Masters Research (L9)	%	73%	27%	0%	2%
Doctorate (L10)	No.	657	40		697	Doctorate (L10)	%	94%	6%	0%	24%
Occasional	No.				0	Occasional	%	0%	0%	0%	0%
<b>Total UG and PG Enrolments</b>	<b>No.</b>	<b>14,095</b>	<b>1,288</b>	<b>822</b>	<b>16,205</b>	<b>Total UG and PG Enrolments</b>	<b>%</b>	<b>87%</b>	<b>8%</b>	<b>5%</b>	<b>100%</b>
Research & Taught (L9/10)	FTE				2,200	Research & Taught (L9/10)	% FTE Honours Bach Degree L8 and All PG				15.3%
Research (L9/10)	FTE				722	Research (L9/10)	% FTE Honours Bach Degree L8 and All PG				5.0%
Research (L10)	FTE				677	Research (L10)	% FTE Honours Bach Degree L8 and All PG				4.7%

## PARTICIPATION

<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%	<i>Regional Intake (% of Full-time Enrolments)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	2,293	14%	from the institution's county	6,300	45%
			from the institution's county and bordering counties	8,500	61%
<i>(% of New Entrants)</i>	No.	%	<i>Participants in Labour Market Activation (Springboard/LMA)</i>		
Mature Entrants Year 1 (Full-time Undergraduate)	300	8%	Students in receipt of the Fund for Students with Disabilities ( <i>% of Full-time UG &amp; PG Enrolment</i> )		
Mature Entrants Year 2+ (Full-time Undergraduate)			4%		
Estimate: Entrants with Disability (EAS)	118	3%			
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	1,000	26%			
New Entrants in receipt of Any Grant	1,350	36%			
New Entrants in receipt of Top-up Grant	350	9%			

## INTERNATIONALISATION

<i>International Students (Full-time)*</i>	No.	%	<i>Erasmus Students Incoming (excl. work placements)</i>	No.
<i>(% of Full-time Enrolments)</i>	930	7%	Erasmus Students Outgoing (excl. work placements)	270
EU	450	3%	Other Exchange Students	250
Non-EU	480	3%	Total no. of international (FT + PT + Erasmus Incoming) Students	1,252
<i>International Students (Part-time)*</i>	No.	%	* Note: international enrolments <i>exclude</i> exchange students	
<i>(% of Part-time Enrolments)</i>	52	4%		
EU	32	2%		
Non-EU	20	1%		

## TEACHING AND LEARNING

### Non-Progression Rate from 1st to 2nd Year

	Level 6	Level 7	Level 8		Level 6	Level 7	Level 8
	%	%	%		%	%	%
Education			9%	Engineering (excl. Civil)			11%
Healthcare			5%	Construction & related Services			12%
Combined & Other Disciplines				Computer Science			13%
Soc. Sci., Business, Law, Arts, Humanities			10%	<b>Total</b>			10%
Science & Agriculture & Veterinary			10%				

## RESEARCH AND KNOWLEDGE TRANSFER

	No.		No.
No. of Doctorate Graduates per 10 Academic Staff	3.0	Licence agreements (institution - private industry)	25
		Spin-out companies created	4
	No.		
Priority Patent Applications	14		
Total Patents Granted	12		
Invention Disclosures	35		

### STAFF

	No.	%
<b>Core Staff</b>	<b>1,213</b>	<b>100%</b>
Academic Staff	684	56%
Support staff	529	44%
<b>Contract Research &amp; Specialist Staff</b>	<b>620</b>	<b>100%</b>
Academic Staff	475	77%
Support staff	145	23%
<b>Total Staff</b>	<b>1,833</b>	<b>100%</b>
Total Academic	1,159	63%
Total Support	674	37%

### FINANCIAL DATA

	€ 000	%
<b>Total Income</b>	<b>182,567</b>	<b>100%</b>
State Grants	34,000	19%
Fees		0%
Exchequer	30,812	17%
Non-Exchequer	48,188	26%
Research Grants & Contracts	55,000	30%
Other Income	14,567	8%
<b>Total Expenditure</b>	<b>182,567</b>	<b>100%</b>
Core - Pay	89,458	49%
Core - Non-Pay	36,513	20%
Research Grants & Contracts - Pay	40,165	22%
Research Grants & Contracts - Non-Pay	16,431	9%