28.6.2016

1. **Regional Clusters**

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. To implement recommendations of the Sahlberg Report	To set up a new collaborative institute for education	No shared teaching across provision offered for four partners	a. Preparation of a CPD framework document for Teaching Council b. Development of a research statement and funding strategy for the institute developed around five key themes. c. Design and gain institutional approval of a common module in research. d. Recognition of inter-institutional PME awards	a. Agreed position paper from 4 partners delivered to Teaching Council. b. Agreed synergies in 6 research thematic areas with a research seminar planned and associated publication profiling activity. c. Agreed approach to alignment of objectives and learning outcomes of research methods training component across four institutions in PME including credit structure d. Agreed approach to alignment of programme outcomes and learning objectives of PME across each of the four institutions.	a. Engagement with Teaching Council re CPD b. Joint funding proposals for collaborative research projects. c. As part of the development of the collaborative PME, delivery of a model for School Placements and foundation disciplines	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
2. To increase collaboration in the creative arts cluster	To establish shared teaching building on institutional strengths	Some sharing of modules between the Lir and RIAM	a. To continue collaboration b. To receive institutional approval for joint Masters with GradCAM	a. The Lir and the RIAM continue to collaborate on modules on theatre skills, stage production and technical management and theatre history and design, culminating in a production on the stage of the Peacock. b. Academic staff shortages in the School of Drama, Film and Music has delayed development of the joint Masters	a. To continue collaboration b. To develop a course proposal for a joint Masters with GradCAM	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
3. To progress a more coherent system of HE provision within the regional cluster, while enhancing the particular strengths of individual partners	An agreed framework for the regional cluster within which academic planning based on institutional strengths and student demand		To complete the mapping of existing postgraduate provision. To commence the mapping of undergraduate provision	Preliminary analysis has indicated that high student demand at both postgraduate and undergraduate level indicates there is not unnecessary duplication within the Cluster.	To reach a decision within the Cluster on whether this objective should be prioritised.	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
4. To progress towards more collaboration within the regional cluster	A joint academic strategy to promote more extensive collaborations in teaching and research between Trinity and Marino Institute of Education	MIE is an Associated College of Trinity. MIE is under the joint trusteeship of the Congregation of Christian Brothers European Province and Trinity College Dublin	a. To develop projects for collaboration between the two institutions around the theme of social inclusion. b. To explore the development of programmes and research initiatives between MIE and the Confederal School of Religions, Peace Studies and Theology	a. Workshops held between MIE and TAP to explore areas of collaboration around social inclusion, particularly to encourage more students from low income backgrounds progress into ITE. b. Co-hosting by TCD and MIE of conference on the theme 'Cultural and Religious Pluralism in Education'. c. Development and implementation of a new strategic partnership between the two institutions to provide a International Foundation Programme.	a. To implement collaborative social inclusion projects. b. To increase the number of Trinity Schools which link with MIE on the delivery of its strategy to extend its offering for education and allied studies.	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
5. To progress a more coherent system of HE within the regional cluster, while enhancing the particular strengths of the partners	Regionally coordinated approach to transfer and progression pathways		To advance towards a framework of transfer and progression pathways	a. Together with the cluster partner, UCD, the TAP Foundation Course has been validated as a QQI level 6 special purpose award. b. A Recognition of Prior Learning (RPL) document has been approved by Council in May 2016 c. QQI agreed to validate a Maths for STEM module to facilitate progression from FET to higher education d. Scoping of a university Widening Participation [WP] Strategy for FET entry routes	a. From 2016/16 students who pass the TAP Foundation Course will receive an award at level 6. b. To implement the RPL policy **c.** To continue work on developing QQI entry routes to programmes in STEM and Business and Social Sciences d. To finalise the WP strategy	

2. Participation, equal access and lifelong Learning

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. To ensure the student body entering HE reflects the diversity of Ireland's population	To increase the proportion of entrants from non-traditional routes	17% in 2010/11	24%	23% - of which 38% are from socio-economically disadvantaged areas, 28% were mature students and 33% registered with the Disability Service. [Source: Senior Lecturer's Annual Report 2014/15, including Admissions data for 2015/16]	24%	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
2. To ensure the student body entering HE reflects the diversity of Ireland's population	Implement the 3 components (Pathways to College, Leadership through Service and Mentoring) of the Trinity Access 21 project		Expand the programme to 20 Schools and support expansion of the model to 3 other HEIs	1. 20 Schools involved nationwide 2. Sectoral symposium in Trinity to disseminate information on the model 3. Teacher showcase in Google to demonstrate school impact 4. Launch of 21st Century School of Distinction Award	Scaling the model to a further 3 HEIs	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
3. To ensure the student body completing HE reflects the diversity of Ireland's population	To increase participation and access through the provision of flexible, high-quality learning for credit and not-for-credit courses and modules	A limited number of courses offered blended learnings	a. To increase the number of postgraduate courses for credit offered online to 4 (130 students) b. To increase the number of not-for-credit modules developed and run to 3	a. Five postgraduate courses offered online to 88 students b. One module run (11,000 registered learners); two additional modules developed for delivery in Q1 2016 Although more courses have been developed for 2015 than predicted registrations have fallen somewhat short. Online courses have a trajectory of student enrolment whereby the courses take a few years to establish a foothold in the higher education space. This is due to potential student awareness of the course and also to allow time for word-of-mouth marketing to take hold.	a. To increase the number of postgraduate students taking courses for credit online to 200. b. Three not for credit modules run in partnership with Future Learn	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
4. To contribute to the Implementation Transition Reform agenda	To have completed and assessed the Admissions Feasibility Study	Additional admissions criteria only in place for a limited number of courses	Second cohort 25 admitted. To assess the experience from two years of study, to decide on the appropriate weightings of the criteria.	21 Students admitted to three programmes. A research project has begun, by CAVE (the School of Education's research centre for higher education), examining the effectiveness and validity of the project.	To extend the Feasibility Study to a third cohort. To consider how the research findings may inform future developments.	

3. Excellent teaching and learning and quality of the student experience[1]

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. To promote excellence in teaching and learning to underpin a high quality student experience	Enhanced quality assurance by regular external review of programmes	Currently conducted for all courses, as part of annual examiners' reports/School Reviews/professional accreditation	a. To complete the self-assessment phase for external review of BESS programme. b. To progress implementation of the recommendations from Science review.	a. The review of the BESS programme completed. b. The recommendations of the Science review will be implemented as part of the work of the Trinity Education Project. c. Self-assessment phase of review of Law programmes commenced.	To have the structures in place for implementation of the recommendations of the external reviews of the large common entry programmes, in the context of the Trinity Education Project	

See Self-Evaluation Report for details of the Trinity Education Project

[1] As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
2. To promote excellence in teaching and learning to underpin a high quality student experience	To embed opportunities for student evaluation at module and programme level	a. Annual evaluation of approximately one-third of undergraduate modules. b. Annual evaluation of taught postgraduate courses	a. To continue mandatory evaluation of all undergraduate modules and mandatory student evaluation of taught postgraduate courses. b. To complete the pilot for postgraduate research students. c. To maintain the existing participation rate in the ISSE survey.	a. 92% of undergraduate modules and 90% of postgraduate taught programmes evaluated [Source: Annual Faculty Office Quality Reports] b. The first survey of postgraduate research students attracted a response rate of 26%. [Source: PGR Survey report] c. Increased participation rate in the ISSE survey to 23.2% in 2014/15 from 16.5% in 2013/14. [Source: ISSE data]	a. To continue evaluation by students and to implement policies and practices which address issues raised through responses. b. To maintain the existing participation rate in the ISSE survey	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
3. To increase opportunities for developing innovation in the curriculum	Opportunities for undergraduate students to take modules in innovation and entrepreneurship as part of the Broad Curriculum (BC) offerings	Currently there is no provision in the undergraduate curriculum for all students to take electives in innovation and entrepreneurship	To scope and develop an undergraduate certificate in innovation and entrepreneurship, complementing the existing successful programme for postgraduate students	a. As a first step in scoping the undergraduate certificate in innovation a survey of undergraduate students was conducted, attracting 1,498 responses. b. 30 students enrolled on the undergraduate module The Spirit of Entrepreneurship – 60% of them from the undergraduate programme in Computer Science and 17% from joint honors programmes across arts and social sciences. There was a 97% successful completion rate for the module.	To design an optional undergraduate certificate in innovation and entrepreneurship.	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
4. To promote excellence in teaching and learning to underpin a high quality student experience	To increase use of effective learning technologies	42% of modules with activity in the Virtual Learning Environment (VLE)	a. 55% of modules with activity in the VLE. b. A further 120 academic staff availing of professional development in e-learning [140 in previous year]	a. 55% of modules with activity in the VLE. b. 303 academic staff availing of professional development in Technology Enhanced Learning (TEL)	a. 60% of modules with activity in the VLE. b. A further 120 academic staff availing of professional development in e-learning	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
5. To promote excellence in teaching and learning to underpin a high quality student experience	To increase the provision of professional development in academic practice in collaboration with the National Forum for the Enhancement of Learning and Teaching in Higher Education and Regional Cluster partners	10 academic staff taking part in M Ed in Higher Education in 2010/11	a. Five modules of the Certificate on offer. b. To develop and host, with UCD, a research supervisor development programme	a. 31 staff participated in 8 modules on academic practice/e-learning. b. The 'Research Supervisor Development Programme' was jointly delivered and hosted by Trinity and UCD. 142 Trinity research supervisors registered on the joint programme in 2015.	a. Expand modules on offer to Certificate. First award of Certificate to those who have completed assessment. b. To evaluate the first joint programme and develop and facilitate revised programme based on evaluation.	

6. High quality, internationally competitive research and innovation – See Summary

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. To diversify research funding sources	% of non-Exchequer research income	30% non-Exchequer income in 2010/11	37% non-Exchequer income	35% non-Exchequer income	36% non-Exchequer income	
2. To increase research activity	Proportion of research-productive staff	70% in 2010/11	76%	85%	85%	
3. To maintain research impact relative to the world	Research impact (number of citations per paper) compared with the research impact of world's papers	1.65 in 2010/11	1.78	1.78 [Source: Thomson Reuters InCites 1 and 2]	1.78	
4. To disseminate the results of TCD's research widely	% of TCD research papers available on Open Access	28% in 2010/11	50%	50% [Source: TCD RSS, TARA, Thomson Reuters Web of Science]	60%	

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

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015target, commentary and data source	Final target, end 2016	Summary
1. To increase engagement with industry	Number of contracts with industry	97 in 2010/11	120	140 for calendar year 2015 – the good performance is a result of our industry strategy which is targeting a doubling of industry funding. It also reflects the strong leadership from Trinity in three SFI Centres – AMBER, ADAPT and CONNECT	125	
2. To promote entrepreneurship in the university	Number of start-up companies enabled by Trinity	40 in 2010/11	48	72 for calendar year 2015. The result of a multi-faceted and growing engagement with entrepreneurship across campus. This includes student entrepreneurship (e.g. LaunchBox), utilising the Trinity Technology Enterprise Campus to provide hot-desk space for fledgling enterprises, enabling spin-ins of alumni and graduate companies, providing SMEs access to	58	

				our enabling infrastructure and accommodating companies and researchers on campus		
3. To promote economic impact of research	Number of patent applications	31 in 2010/11	22	17 for calendar year 2015. While lower than projected, this outcome is consistent with our goal of higher quality patents which result in licensing to industry, rather than increasing the quantity.	20	

8. Enhanced internationalism. See Summary

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. To ensure that the university is globally competitive and internationally-oriented	To increase the number of inward non-EU students (both full-time and visiting) / all with wgt1	953 in 2010/11	1,897	2,000 [final return for 2015/2016]	2,219	
2. To ensure that the university is internationally-oriented and provides students with opportunities to study abroad	To increase outward staff and student mobility opportunities	260 students participated in outward exchanges in 2010/11	380	447 students participated in outward exchanges in 2015/16.	450	

Institution Objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
3. To ensure the university's reputation in international research collaborations	To maintain the measure of international research collaborations by co-authorship of TCD research papers as indexed by Thomson Reuters Web of Sciences/InCites databases	53.5% in2010	55%	53% [Source: Thomson Reuters InCites 1 and 2]	55%	