

Strategic Dialogue Cycle 3

HEI Self Evaluation Report

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the second set of interim targets, as at year end 2015.

The template should largely be populated as per the published compact.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2015 and having regard to (c) March 2016 data returns to the HEA.

The self-evaluation should, where possible, benchmark your institution's performance, either at institutional level or according to a particular objective, with that of chosen national and/ or international comparators and demonstrate any learnings from the process. Institutions should also set out the data source against which progress has been reported.

In addition, progress to date on compact targets should be identified in the last column of the template using a colour code as follows:

	Target achieved or exceeded
	Substantial progress made, targets not met in full and reasons identified
	Target not met for identified reasons

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016
Deepen and broaden TCD-UCD Alliance and further expand to include the Dublin, Pillar 1 Institutions	Members approve governance regional plan	Established structure of the UCD-TCD Innovation alliance and associated governance. Innovation Academy joint programmes.	1 new programme initiated in areas of complementarity	<ul style="list-style-type: none"> • Collaboration between TCD and UCD on Innovation fund. The fund, managed by Atlantic Bridge, one of Europe's top performing growth technology funds, will support early stage companies with global potential that are built from world class research from all Irish third-level institutions and universities. The University Bridge Fund was initiated in a joint leadership collaboration between University College Dublin (UCD) and Trinity College Dublin (TCD). • New joint programme approved between UCD-TCD : MSc in Comparative Social Change (first intake Sept 2016) • Other joint programmes in the pipeline • Complementarity being identified at disciplinary rather than institutional level using joint framework as an enabling mechanism • PME outcomes discussed under "Constitute and establish The Institute of Education involving TCD, UCD, NCAD and MIE". 	1 further joint programme initiated
	Agreed framework for joint programme delivery		Review of complementarity completed and action plan developed		Report on progress against agreed plan
	Agreed framework for graduate research training				
	Expand entrepreneurship and training				
	Mapping of complementarity				

Constitute and establish The Institute of Education involving TCD, UCD, NCAD and MIE	Agreed Implementation strategy	Agreement to establish Institute, Steering Group established and programme of work under way	Strategic plan and work programme agreed	Collaboration with PME The past year has resulted in focused and deep engagement by dedicated working groups in aligning programme outcomes and learning objectives of the PME School placement protocols. Professional studies modules and observation schedules across the four institutions have also been reviewed, resulting in significant alignment in practices across primary, second level and art education PME programmes. A significant component in each programme is research methods and dissertation. There is potential for dissemination of findings and sharing of experience in this area, in consultation with the Teaching Council.A structure for the overall Joint PME to include separate strands for distinct practice and subject methods requirements for arts based, primary and post primary PME has been proposed. The administrative requirements for registration of students on separate pathways in a joint PME have been explored and full documentation for joint PME programme approval (UCD) and summary documentation for Teaching Council Review has been prepared subject to agreement of partner institutions. Teaching Council Approval remains outstanding. There is an ongoing dialogue regarding the value of introducing this programme to students. While the nature and structure of PME with streams has been agreed in principle, the benefit to students, institutions and programmes unclear. Collaboration in relation to CPD In the context of The Teaching Council’s strategic dialogue regarding continuing professional development (CPD) for teachers, an agreed position paper was presented on behalf of the four partners to the Teaching council in December 2015. The paper was welcomed by the Teaching council and the four HEI’s were commended for the engagement which resulted in a well-informed paper. Agreed approach to alignment of programme outcomes and learning objectives of PME across each of the four institutionsAgreed approach to alignment of objectives and learning outcomes of research methods training component across four institutions in PME including credit structure Collaboration in relation to Research Agreed synergies in six research thematic areas with a research seminar planned and associated publication profiling activity.	Initial intake of students onto Joint PME	
	Outline plan		Approval of joint PME by Teaching Council			
	New programme development					
	Research strategy					
	Alignment of processes					
					Institute operating with annual reporting	

Achieve a regional approach to admission and progression of under-represented students through the DRHEA	Increased participation by non-traditional students in the region's HEIs	By end 2013, it is expected that the DHREA WP will have produced	Report on the effectiveness of existing community engagement and outreach activities, which identifies priority areas where the DRHEA WP HEIs could collaborate on community engagement	While the DRHEA project on Progression Pathways has completed, the networks and resources developed by the project remain. The collaborations have been further strengthened through the hosting of a conference on the European Access Network in May 2016. The preparations for the conference involved collaboration across the HE sector. Colleagues across the sector were invited to disseminate their practices and initiatives.	Increased number of member HEIs who are leading collaborative initiatives on behalf of the Alliance
		a glossary of educational terms			
		a regional database of information and guidance sources for adults			
		a matrix describing the different admission processes in all member HEIs			
Develop bi-lateral collaboration between UCD and IADT	Agree academic and research plan up to and including establishment of recognised college	MOU signed	Outcomes dependent on plan	Progress on development of a formal MoA has been paused to allow development of activity. Masters in Spatial Arts and Visualisation (jointly run with NCAD) in place for September 2017 intake - pilot programme to run in 16/17. All issues with joint programming/timetabling, oversight, quality control etc. are now resolved. IADT academics involved in Creative Arts and Critical Cultures Centre IADT academics collaborate with UCD faculty on a number of seed-funded projects in the area of Visualisation. These projects are complete and reported upon. IADT academics involved in IDRC activity strands - Inclusive Design Research Centre - including shared supervision of PhDs	Outcomes dependent on plan
	Agreed framework for module sharing				

Develop trilateral collaboration for provision of creative arts and media education in the Dublin Region	Members approve governance plan for cluster	Collaborative module between UCD Science and NCAD – Tunnelling Art and Science (PHYC30340)	Module sharing/access across three institutions	The tripartite masters is now set for 2017 entry, with pilot shared content running in 16/17 (see above) Shared summer school establishing strategic partnership with Temple University for 2017 Centre for Creative Arts and Critical Cultures, with membership drawn from UCD, NCAD and IADT, has convened twice in plenary session to develop projects and funding opportunities. Joint exhibition of activity at European Access Network conference in June 16 in UCD	Offer flexible learning entrepreneurial development and training programme/opportunities
	Agreed framework for Joint Programme Delivery	Collaboration between UCD Research and IADT – ‘Faces of Research’ video development	Develop cross-disciplinary cross-institutional student teamwork engagement		Further 2 new joint programmes initiated
	Provision of education crossing creative, innovative, design thinking and entrepreneurial development in the Dublin Region	Agreed relationship between UCD and NCAD, and between UCD and IADT. Initial dialogue on wider alliance to begin in 2013.	Coordinated ‘end-of-year’ exhibition across institutions in public space (e.g. Dun Laoghaire County Hall/Dublin City Council space).		Develop industry interaction through sponsored projects. Establish an annual cross-institutional end-of-year exhibition. Deliver public lecture series

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
Increase the number of students present from underrepresented groups through embedding participation, access and lifelong learning into the policies and practices of both academic units and professional support units;	Number of enrolments of target underrepresented groups:	Underrepresented 1,888	Underrepresented 2,000	<p>University has a written commitment to diversity and inclusion (Vision statement; Obj. 5). • UCD's participation rate now stands at 27.2% of our undergraduate student population. No progress to report on TCD/UCD collaboration project.</p> <p>Embedding Widening Participation</p> <p>The Widening Participation Committee, chaired by a senior academic, is now aligned with the Programme Boards, and now receives progress reports from each Board on progress towards meeting widening participation targets, and also actions taken to promote inclusion, participation and student engagement. New ALL Centre opened in Dec. 2017/all services consolidated. Open Learning - pathway to part-time study grown substantially, 200+ undergraduate modules, and 2 awards available.</p> <p>The WP committee has a student focus and reports to the University's Equality, Diversity & Inclusion Group</p> <p>The WP committee has set up five sub-groups to progress the agreed priorities, i.e. 1) Recruitment, Admission & Registration; 2) Student Supports & Campus Facilities; 3) Teaching, Learning,</p>	Underrepresented 2,050
	Mature/older learners	320	259		
	Students with disabilities	318	365		
	Socioeconomically disadvantaged	500	625		
	Number of Part-time / flexible learners (Undergraduate Only)	750	875 (+ 141 open learning students classified as occasional)		

3. Excellent teaching and learning and quality of the student experience (UCD Priority 1 Area)

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	
To facilitate and support effective student engagement and transition into Higher Education in the First Year.	Monitoring will include:		Report on additional performance indicators		Report on additional performance indicators	
	Irish Survey of Student Engagement (ISSE) engagement scores	Report of ISSE 2013	Improvement in ISSE score from previous year	ISSE Overall satisfaction index has been maintained at 68.9	Improvement in ISSE score from previous year	
	Peer mentor: new student ratio	Peer mentor: new student ratio 1:8.3	Maintain peer mentor: new student ratio (1:8 – 1:10)	Peer mentor: New student ratio has been maintained at 1:8.6.	Maintain peer mentor: new student ratio (1:8 – 1:10)	
	Proportion of students progressing	Proportion of students progressing – 83.8 for 2012/3	Maintain or improve underlying trend in progression	Entrants from 2014/15 progression rate into second year of studies in 2015/16: 85.0%	Maintain or improve underlying trend in progression	
Establish a UCD Learning Innovation and Academic Development Centre (ILIAD)	To be established	Dispersed research and scholarship of pedagogy across the University.	Monitor and report against performance indicators	National Forum report (2015) on 'Mapping Existing Research Output focused on HE T&L' places UCD among the top 3 institutions nationally in terms of T&L research output.	Monitor and report against performance indicators	
				Further workshops on researching & publishing in teaching & learning were delivered in 2015; a series of online resources have been developed to support this activity.		
		Fellowships in Teaching and Academic Development		Fellows' research projects on research-teaching linkages (faculty and students perceptions) have been completed. A UCD model for research-based education is in development and will feed into Curriculum		

				Robust curriculum review & enhancement process of all taught programmes (circa 860) is underway. First phase of activity - articulation of vision/values statement & programme outcomes - was completed in 2015. The process is informed by specific programme enhancement themes.			
Establish a UCD Learning Innovation and Academic Development Centre (ILIAD)				Both National Forum project awarded to UCD were completed on schedule. UCD staff were successful in National Forum Teaching Expert Awards (2015), with two of the sixteen winners nationally coming from UCD. One of the UCD winners received a special commendation for 'bridging non-traditional transitions'.			
				Following a scoping and consultation process, UCD has taken the decision not to proceed with the establishment of ILIAD.			
Improved academic staff development and training to support innovative and effective teaching and learning and pedagogic approaches	We will expand performance indicators to include measures such as:		Report on additional performance indicators	An evolving framework of professional development for different groups of staff with a teaching role resulted in an overall increase in CPD participation in 2015: Tutor Training (workshops)- 97; Preparing to Teach (accredited module) for PhD tutors - 25; T&L Seminar Series for PostDoc Researchers who support teaching - 24; Accredited programmes in University Teaching & Learning for faculty - 48 registration in 2015/16. Educational Technology (EdTECx series of workshops & talks) - 80.	Report on additional performance indicators		
	· Proportion of new staff trained						
	· Proportion of experienced staff extending their skills						
	· Proportion of staff engaged in CPD activities						
Committed to ensuring that UCD students actively participate in the sporting and cultural life of the university.	The proportion of students that engage in physical activity, and the proportion of students that actively participate in UCD societies	Physical activity 60%	Physical activity 70%	The University has approved a strategy "Healthy UCD" which seeks to embed a culture of health and well-being across the whole University Community both by encouraging activity and participation but also through proofing policies and practices in the University against a Health promoting agenda. This KPI will be reviewed in line with the wider Healthy UCD strategy.	Physical activity 75%		

		Participation in UCD societies 46%	Participation in UCD societies 55%		Participation in UCD societies 55%
Provide support services to meet the needs of students.	This includes a range of measures including waiting time for counselling, access to medical and support services, requests for student funding etc.	Current levels of service	No deterioration in current service levels	UCD Student Advisory Service (13 advisors who are imbedded in different disciplinary programme) is now centrally managed by a Student Advisor Manager who oversees overall team development & training and also identifies and addresses areas of common student need across the university. The service provision is currently under review.	No deterioration in current service levels

4. High quality, internationally competitive research and innovation (UCD Priority 1 Area)

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016
Continue to develop UCD's international reputation as a leading research intensive university	Publication Impact (UCD's publication impact currently stands at 1.3. UCD intends to improve this index over the period in selected disciplines. Work is still required to identify these disciplines)	1.3 (35% above world averages)	1.45 45% above world averages	2010-2014: 1.69 (69% above world average) 2011-2015: 1.71 (71% above world average) Exceptional performance. UCD ranked number 1 for research impact nationally by THE.	1.5 50% above world averages
	Open Access: number of UCD publications in RIAN.ie	2300	5000-7000	5,809 (September 2015) On target, continued investment in supports and infrastructure to ensure open access.	7000-9000
	Prestigious research awards: ERC, Marie Curie etc. (cumulative awardees)	45	70	16 ERC & 80 Marie Curie Awardees; Source: RMS Grants System 96 Excellent performance; 2 number 1 ranked proposals in MSCA programmes.	80
Faculty of the future – attract, retain and support the development of the academic faculty to address global challenges.	Strategic recruitment of faculty	0	6	MSCA providing a strong pipeline of early career faculty in addition to the leaders noted under this metric.	10

Ensure sustainability of a diversified research funding base	Raising 30% matched funding from non-Exchequer sources	64%:36%	70%:30% (+/- 10%)	Consistent new awards in excess of 100M in last 3 years with over 30% from non-exchequer sources.	70%:30% (+/- 10%)	
To foster greater innovation amongst UCD staff in order to disseminate effectively UCD's knowledge base while increasing enterprise and community engagement	Total numbers of UCD staff that participated in innovation programmes	Total numbers of UCD staff that participated in innovation: 50	Total numbers of UCD staff that participated in innovation programmes: 60	Total numbers of UCD staff that participated in innovation programmes: 109 Staff engagement increasing and is a leading indicator for future TT outputs.	Total numbers of UCD staff that participated in innovation programmes: 70	
	Number of inventions, disclosures and patent applications	Number of inventions, disclosures and patent applications: 70	Number of inventions, disclosures and patent applications: 83	Number of inventions, disclosures and patent applications: 88 Increased activity, but real focus is on progressing quality applications	Number of inventions, disclosures and patent applications: 83	
	Number of spin-out companies	Number of spin-out companies: 3	Number of spin-out companies: 3	Continued focus on quality of spin-outs. Major exit (€68M) of UCD spin-out Logentries in 2015.	Number of spin-out companies: 3	
To develop innovation and entrepreneurship in students	Numbers of UCD students participating on innovation modules	Numbers of UCD students participating on innovation modules: 209	Numbers of UCD students participating on innovation modules: 245	Academic Year 2014/15: 529 Students participated on innovation modules Feedback from industry indicates growing interest in integration of innovation with education.	Numbers of UCD students participating on innovation modules: 262	
	Numbers of UCD students that participated in innovation programmes	Numbers of UCD students that participated in innovation programmes: 10	Numbers of UCD students that participated in innovation programmes: 25	Academic Year 2014/15: 266 Students participated on innovation programmes New start-up stars programme and other new initiatives targeting students	Numbers of UCD students that participated in innovation programmes: 40	

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	
To strengthen UCD's links with industry and other organisations to maximise the impact of UCD's knowledge and expertise to benefit Ireland in the wider world.	Number of UCD research partnerships with industry of greater value than €25K	Number of UCD research partnerships with industry of greater value than €25K: 40	Number of UCD research partnerships with industry of greater value than €25K: 50	Number of UCD research partnerships with industry of greater value than €25K: 50 UCD's focus is on a smaller number of more significant partnerships	Number of UCD research partnerships with industry of greater value than €25K: 55	
	Total number of licence agreements	Total number of licence agreements: 12	Total number of licence agreements: 15	Total number of licence agreements: 22 License activity and market performance of license continues to be a positive	Total number of licence agreements: 15	
	Numbers of enterprise and community engagement events held	Numbers of enterprise and community engagement events held: 10	Numbers of enterprise and community engagement events held: 20	Numbers of enterprise and community engagement events held: 85+ Increased focus on public engagement with science and research	Numbers of enterprise and community engagement events held: 25	

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016
Increase the number of international students undertaking programmes of study at UCD	Number of international students at UCD	5,000	5,700	Academic Year 2014/15: 6,589 International Students. (of which 5,801 are full-time) Further 5,639 in overseas campuses. Exceeded interim target to end 2015 (and final target end 2016). See explanatory note.	6,000
Expand opportunities for UCD students to spend 1 or more semesters away from their home campus	Numbers of UCD students to spend 1 or more semesters away from their home campus	553	580	Academic Year 2014/15: 588 Students participated in an Erasmus or other Exchange programme. Exceeded interim target to end 2015 (and final target end 2016). See explanatory note.	600

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016
Deepen relationship with NCAD	tba	tba	Academic programmes agreed. Any financial, HR or capital issues identified and solutions agreed with HEA and other relevant State bodies	<p>The final report on NCAD - UCD relationship completed and submitted. Framework for shared activity proposed to structure and direct future shared initiatives to best mutual advantage. The report makes a series of recommendations which are being addressed by two working groups to evaluate the best model of accreditation of programmes and the best approach to leverage the relationship to maximal advantage.</p> <p>MoA between UCD and NCAD extended to Sept 2018 to facilitate discussions on new MoA.</p> <p>Fractional post for Director of Design Research created in UCD, with a view to leveraging potential of design research and education across the sector</p> <p>Shared summer school establishing strategic partnership with Temple University for 2017.</p> <p>Given that the relationship will not involve institutional consolidation, the future development will be in the context of the NCAD as a recognised college and as part of the HEA regional cluster strategy...</p>	To be discussed with HEA
			MoA and MoU between two institutions due for renewal by end 2015. New MoA to set template for future collaboration and shared activity.		