

System Performance Framework Dashboard – Table of Definitions

Objective 1: Talent Pipeline	
KPI	Definition
1. Honours Degree Graduate Outcomes: 9 months after graduation	<p>Source: HEA Graduate Outcomes</p> <p>Definition: This looks at the main graduate destination of graduates in a given year. Note that as per the Graduate Outcomes reports, responses are weighted. More information on the weights can be found at the source link.</p>
2. Honours Degree Graduate Outcomes: 3 years after graduation	<p>Source: CSO Higher Education Outcomes – Graduation Years 2010 – 2016</p> <p>Definition: This looks at what graduates are doing 3 years after graduation. More information on the detailed methodology can be found here.</p>

Objective 2: National & International Engagement	
KPI	Definition
3. Springboard	<p>Source: Springboard Application Management System</p> <p>Definition: This counts the number of Springboard applications on the Springboard Application Management System. This includes ALL modes of delivery (FT, PT, Remote). There are known reasons why this may differ to the number provided on the HEA SRS Returns, such as different course timings, and the inclusion/exclusion of ICT Conversion courses.</p>
4. Apprenticeship	<p>Source: HEA Student Record System</p> <p>Definition: This counts the number of apprenticeship enrolments in a given year. Note that apprenticeships are generally between 2-4 years long. A full list of available apprenticeships can be found here.</p>
5. International Students	<p>Source: HEA Student Record System</p> <p>Definition: This includes Full-Time students only, where exchange codes are not equal to Exchange Incoming. Programme types included in this calculation are UG Certificate, UG Higher Certificate, UG Diploma, UG Ordinary/General Degree, UG Honours Degree, UG Occasional, UG Foundation, UG Access, UG Postgraduate Qualifier, UG Professional Training Qualification, PG Certificate, Higher Diploma, PG Diploma, Masters Taught,</p>

	Masters Research, Doctorate, PG Professional Training Qualification, and PG Occasional. This excludes cases where Non-Standard Attendance is Overseas.
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Objective 3: Research, Development & Innovation	
KPI	Definition
6. Research Graduates	<p>Source: HEA Student Record System</p> <p>Definition: This includes the number of Full-Time graduates who are Research Graduates divided by the total number of graduates of any programmes at Honours Bachelor Degrees level and above. These include Honours Bachelor Degrees, Masters Research, Masters Taught, PhD, Postgraduate Certificate, and Postgraduate Diplomas. Research programmes include Masters Research and PhD. This excludes cases where Non-Standard Attendance is Overseas.</p>
7. Active Spin-Outs	<p>Source: KTI Annual Knowledge Transfer Survey</p> <p>Definition: This counts the number of active spin-outs. This means that these spin-outs are 3+ years post-incorporation at year end. A spin-out company is an incorporated entity which at the time of formation was dependent on the exploitation of specific IP rights of the RPO. The rights to the company can be linked to a specific researcher who was within the RPO at the time of company formation and who would be considered an academic founder. The RPO will hold equity in the spinout and/or has issued the company with a licence to the IP.</p>
8. Licenses, Options & Assignments	<p>Source: KTI Annual Knowledge Transfer Survey</p> <p>Definition: This counts the number of licenses, options and assignments (LOAs). LOA is a contract under which IP results are transferred, or agreed to be transferred, from one party to the other for the purpose of commercialisation. For more information, see the link provided in the source.</p>
9. Research Income	<p>Source: C&AG Annual Audited HEI Consolidated Financial Statements</p> <p>Definition: This breaks down research income by source. This includes research income by State and Semi-State, Industry, EU, Contribution in respect of overheads, and Other.</p>

Objective 4: Equality of Opportunity

KPI	Definition
10. Socio-Economic Profiles	<p>Source: HEA Student Record System</p> <p>Definition: This is the percentage of Irish-domiciled students from areas categorised as Affluent, Marginally Above Average, Marginally Below Average, and Disadvantaged. This is calculated using the Census Small Area Deprivation Index Scores. More information on Deprivation Index Scores can be found here.</p>
11. Disability Enrolments	<p>Source: HEA Equal Access Survey (with the exception of 2018/19, which is sourced from FSD).</p> <p>Definition: The Equal Access Survey estimates the percentage of Full-Time new entrants with a disability. Programme types include UG Certificate, UG Higher Certificate, UG Diploma, UG Ordinary/General Degree, and UG Honours Degree. In 2018/19, the EAS was unavailable and the proportion of students in receipt of the Funds for Students with a Disability was used instead. This looks at the applications for funding submitted to the HEA. This includes Full-Time students at NFQ Levels 6-10.</p>
12. Mature Entrants	<p>Source: HEA Student Record System</p> <p>Definition: This includes Full-Time new entrants, where the course year is equal to 1. Programme types include UG Certificate, UG Higher Certificate, UG Diploma, UG Ordinary/General Degree, UG Honours Degree, UG Occasional, UG Foundation, UG Access, UG Postgraduate Qualifier, and UG Professional Training Qualification. A student is considered a mature entrant if they are 23 years of age in the year of entry to the programme.</p>
13. Flexible Enrolments	<p>Source: HEA Student Record System</p> <p>Definition: The calculation for Flexible Enrolments includes the number of Part-Time, and Remote (Distance Education, E-Learning, In-Service) enrolments, divided by ALL enrolments (FT, PT, Remote). Programme type includes UG Certificate, UG Higher Certificate, UG Diploma, UG Ordinary/General Degree, UG Honours Degree, UG Occasional, UG Foundation, UG Access, UG Postgraduate Qualifier, UG Professional Training Qualification, PG Certificate, PG Diploma, Higher Diploma, Masters Taught, Masters Research, Doctorate, PG Professional Training Qualification, PG Occasional.</p>

14. FE to HE Transition	Currently on hold (and is not included in the Dashboard). The purpose of this KPI is to examine the transition rate from Further Education to Higher Education.
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Objective 5: Quality	
KPI	Definition
15. Student to Teacher Ratio	<p>Source: HEA Student Record System</p> <p>Definition: This is calculated using the number of FTE students divided by the number of academic lecturing staff. FTE is calculated using all Full-Time enrolments + Part-Time Enrolments (divided by 2) + Full-Time FETAC Cert Enrolments, Full-Time FETAC advanced certificate enrolments (non-apprenticeship) + Full-Time Apprenticeships (divided by 3) + Part-Time FETAC cert (divided by 2) + Part-Time FETAC advanced cert (divided by 2) (non-apprenticeship) + Part-Time apprenticeships (divided by 2). Note that Remote students are excluded from this calculation. Academic lecturing staff includes all academic core staff, permanent academic exchequer funded research staff, permanent academic – specialist project based staff, temporary academic – specialist project based staff, permanent academic – EU funded research staff, permanent academic – non-EU funded research staff.</p>
16. Non-Progression Rate	<p>Source: HEA Student Record System</p> <p>Definitions: This includes Full-Time new entrants at NFQ Level 8 (in Universities and Colleges) and NFQ Levels 6, 7, and 8 (in IOTs). All modes of study are included. Students not present in any capacity in the following academic year <i>in the same institution</i> are deemed to not have progressed (note that students who have moved to another institution are categorised as non-progressed).</p>

Objective 6: Governance, Leadership & Operational Excellence	
KPI	Definition
17. Gender Balance	<p>Source: HEA Gender Equality</p> <p>Definitions: Figures include the proportion of Senior Academic Staff who are female. For IOTs, this relates to SL3s. For Universities, this relates to Professors. For Colleges, this relates to Senior Lecturers.</p>

18. Athena Swan Awards

Source: [Advance HE](#)

Definitions: This counts the number of Bronze Athena Swan Awards. Note that TU Dublin received a legacy award on the basis that TU Dublin – City (formerly known as DIT) received an Athena Swan Bronze Award in April 2017.