



Mission-based Performance Compact

between

National University of Ireland, Maynooth

and

The Higher Education Authority

Date: February 2014



Context

This Compact is an agreement between the Higher Education Authority and National University of Ireland, Maynooth and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that National University of Ireland, Maynooth is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and National University of Ireland, Maynooth. It sets out how National University of Ireland, Maynooth's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal National University of Ireland, Maynooth commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and National University of Ireland, Maynooth agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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1. Establishment of the Compact

The Higher Education Authority and National University of Ireland, Maynooth agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

National University of Ireland, Maynooth acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and National University of Ireland, Maynooth agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify National University of Ireland, Maynooth of this in writing and will consult National University of Ireland, Maynooth accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and National University of Ireland, Maynooth agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, National University of Ireland, Maynooth must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to National University of Ireland, Maynooth.

3 Mission and Strategy Statement

National University of Ireland, Maynooth's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and National University of Ireland, Maynooth acknowledge that National University of Ireland, Maynooth's mission and strategy may evolve.

National University of Ireland, Maynooth and the Higher Education Authority recognise that National University of Ireland, Maynooth is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Mission, Vision and Strategy Statement

Fifteen years after its establishment as an autonomous university, NUI Maynooth in 2012 adopted its fourth strategic plan, *NUI Maynooth Strategic Plan 2012-17*
<http://www.nuim.ie/publications/presidents/strategicplan20122017.pdf>

The fundamental principle informing the strategic plan is that NUI Maynooth has a very particular profile and distinctive strengths, that its future lies in building on and focusing on those strengths, and through strong partnerships and collaborations it will continue to make a unique contribution to the national system of higher education.

Mission

The mission underpinning the *NUI Maynooth Strategic Plan 2012-17* is that:

'NUI Maynooth is a university dedicated to people, ideas and culture, where we work together as a scholarly community to inquire and discover, to teach and learn, to create, conserve, disseminate and apply knowledge, and to engage with the problems and challenges that face modern society; through all these things in combination, we are central to innovation, economic growth, social development and cultural vibrancy, and are essential to a free, open, equal, democratic and sustainable society.'

Vision

Our vision for the university over the next 5-10 years is that:

'NUI Maynooth will consolidate its international reputation as a university known for outstanding teaching, excellent research, its global outlook, effective engagement with the society it serves, and its distinctive approach to the challenges facing modern higher education.

NUI Maynooth will further enhance its international reputation for:

- *the exceptional and distinctive education it offers to students;*
 - *the quality and impact of its research and scholarship;*
 - *the connection between its research and teaching;*
 - *the diversity of its student body and the quality of its student experience;*
 - *the global scope of its teaching and research;*
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- *effective engagement with enterprise, the community, civil society and the state;*
 - *its commitment to excellence, innovation and collegiality;*
 - *its unique and collaborative contribution to the national system of higher education and to the economic, social and cultural life of the region, the nation and the world. ‘*

Strategy

NUI Maynooth’s strategic goals for the period 2012-2017 are:

- to offer students an outstanding university education, the best available in Ireland, an education which challenges and supports all students to achieve their full potential, and prepares students for life, work and citizenship, and for complexity, diversity and change;
- to be recognised by 2017 as playing a leading international role and being the clear national leader in a number of thematic areas of research that address the major societal challenges of the 21st century;
- to achieve a step change in our international activities, doubling the number of international students on campus and doubling the number of domestic students spending time abroad, in order to create a truly intercultural and multilingual institution;
- to strengthen our engagement with all stakeholders through sustained partnerships with enterprises, communities, civil society and public bodies, to build support for the mission of the university, to serve the needs of society, and to open new opportunities for research and learning;
- to maximise our unique and distinctive contribution to the national system of higher education through a set of purposeful and sustained strategic partnerships at regional and national level, and to extend our international reach through a network of global partnerships;
- to be an excellent place to work, known for a collegial ethos which empowers all staff to contribute fully to the development of the university;
- to enable the achievement of ambitious strategic objectives in challenging circumstances through careful planning, excellent services and infrastructure, and sound governance and management.

Position in the higher education system

The *NUI Maynooth Strategic Plan 2012-17* is cognisant of, and aligned with, the *National Strategy for Higher Education to 2030*, emphasising institutional differentiation and systemic collaboration, and seeking to enhance the performance both of NUI Maynooth as an institution and the national higher education system.

The history, character, profile and trajectory of NUI Maynooth mean that it occupies a unique position in the national higher education landscape¹. The differentiating features of the university that enable it to make a unique and essential contribution to the system include:

- its history and trajectory, marked by recent rapid growth and development;
- its commitment to teaching;

¹ See also *NUI Maynooth Strategic Plan*, pages 4-11.

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- its specific focus on the humanities, social sciences and natural sciences;
 - its international research strengths in aspects of spatial analysis and geocomputation, applied mathematics and ICT, immunology and health technologies, historical and cultural traditions and business innovation;
 - its distinctive student profile;
 - its national leadership in widening participation;
 - its location in the fastest-growing and economically most dynamic region of the country.

A critical element of the University strategy is to connect its institutional strengths into the wider system through a set of strong collaborative relationships, in particular the *3U Partnership* involving Dublin City University (DCU) and the Royal College of Surgeons in Ireland (RCSI), a new partnership with Athlone Institute of Technology (AIT), which together with a partnership between DCU and Dundalk Institute of Technology creates a coherent regional cluster for the Midlands–North Leinster region.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that National University of Ireland, Maynooth may adjust its mission and strategy from time to time. National University of Ireland, Maynooth agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

4. Current and Planned Profile

The following pages contain:

- National University of Ireland, Maynooth's current profile 2010/11 (as supplied by the HEA); and
- National University of Ireland, Maynooth's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of National University of Ireland, Maynooth's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

Strategy summary

NUI Maynooth's strategic goal is 'to maximise our unique and distinctive contribution to the national system of higher education through a set of purposeful and sustained strategic partnerships at regional and national level, and to extend its international reach through a network of global partnerships'.

NUI Maynooth will collaborate with Dublin City University, Athlone Institute of Technology and Dundalk Institute of Technology to form an effective regional cluster.

The centrepiece of NUI Maynooth's collaborative network is the *3U Partnership* involving Dublin City University (DCU) and the Royal College of Surgeons in Ireland (RCSI). It involves a deep and comprehensive collaborative engagement between three university-level institutions across all domains of academic activity, including joint taught, research and internationalisation programmes. The partner institutions are committed not only to *collaboration* but to *strategic co-development*, taking a coordinated approach to the future development of each institution, and in particular its discipline mix, sub-disciplinary specialisation, educational provision and research capacity.

The 3U partnership is complemented by separate strategic partnerships between NUI Maynooth and Athlone Institute of Technology, and between DCU and DkIT. While recognising the different missions of the Universities and the Institutes and the related differentiation in student profiles and programme provision, we have identified potential for collaborations in academic programmes, access transfer and progression, commercialisation and knowledge transfer and internationalisation.

AIT, NUI Maynooth, DCU and DkIT have built on these partnerships to establish an effective regional cluster. This cluster represents the largest, most diverse, and most complex cluster within the new higher education landscape, involving 11 separate and autonomous entities

including universities, institutes of technology, colleges of education and other specialist institutions, from the public and private sectors².

This collaborative structure was endorsed by the Higher Education Authority³ and by the Minister for Education and Skills⁴, noting its benefits, and the fact that it is ‘an important building block towards the wider Dublin/Leinster regional cluster ‘ also involving Dublin Institute of Technology, IT Tallaght and IT Blanchardstown. The applicants recognise the potential of this wider cluster and have agreed with Dublin Institute of Technology (DIT) a sequence of engagements to progress shared academic planning and coordination of access, transfer and progression, noting (as do the HEA and the Minister) that the primary focus for DIT, ITT and ITB in the short to medium term is a very significant restructuring and relocation.

The regional cluster participants have agreed the following high priority objectives:

- to establish and support a sustainable, shared, academic planning process to ensure coherent, coordinated and rational educational provision across the region;
- to develop a regional approach to access, transfer and progression;
- to foster a regional approach to enterprise and community engagement and to support regional development through knowledge transfer, placements and student entrepreneurship.

The cluster will focus on the first two objectives over the time-frame of this compact.

Cluster Governance

The cluster objectives will be pursued by all of the partner institutions working collectively and collaboratively. The governance structure for the cluster will consist of a Regional Cluster Board (RCB) comprising the Presidents of the two universities and the two Institutes of Technology. The RCB will provide oversight of the delivery of the Cluster Plan, as approved by the respective Governing Authorities and agreed with the HEA. Each President will report on a regular basis to their respective Governing Authority on the delivery of the Cluster Plan.

Assumptions, external factors, dependencies

The introduction of regional clusters as a new component of the higher education landscape is a very recent development that is challenging in its complexity for both the institutions and the HEA. The successful incorporation of this component into the landscape will require time, leadership, flexibility and resources. It will also require careful planning in order to safeguard the quality of the student academic experience and institutional reputation.

- The development of a regional cluster will be critically dependent on two factors that are outside the control of the institutions: resources and the responsiveness of students to new models of programme provision. In order to accelerate delivery of the regional cluster objectives outlined below, and to advance specific additional collaborative objectives, the four lead partners have received funding from the HEA
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² Athlone Institute of Technology, Church of Ireland College of Education (through DCU), Dublin City University, Dundalk Institute of Technology, Froebel College of Education (through NUI Maynooth), Mater Dei Institute (through DCU), National University of Ireland Maynooth, National College of Ireland, Royal College of Surgeons in Ireland, St. Patrick’s College Drumcondra (through DCU) and St. Patrick’s College Maynooth (through NUI Maynooth),

³ ‘Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education ‘ Higher Education Authority April 2013

⁴ Letter from the Minister for Education and Skills to the Higher Education Authority 30 May 2013

Strategic Innovation Development Fund (SIDF) to establish and support a sustainable, shared, academic planning process to ensure coherent, co-ordinated and rational educational provision in our region.

Regional clusters: Institution objectives and performance indicators

1. Institution objective	<p>Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, coordinated and rational higher educational provision across the region. The shared academic planning process will involve:</p> <p>(a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster institutions;</p> <p>(b) preparation of a scoping study that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and potential for more coherent and rational provision; and</p> <p>(c) a review of the student records and administrative systems and agreement of protocols for the development, approval, management and delivery of joint programmes, and also shared registration, alignment of marks and standards, and quality assurance procedures.</p>
Performance indicator	<p>The cluster institutions will agree and implement a regional cluster plan for higher education provision. More specifically, we will monitor:</p> <p>(a) the number of CAO entry routes by institution; and</p> <p>(b) the number of, and enrolment on, joint academic programmes.</p>
Baseline	<p>There is a complete absence of systematically compiled data and information at the regional cluster level.</p>
Interim target, end 2014	<p>Agree methodology for projections of regional demand.</p> <p>Complete scoping study data collation and analysis.</p> <p>Complete draft report on review of systems, protocols and procedures for joint academic programmes.</p>

Interim target, end 2015	<p>Outputs from scoping study and high level demand projections reviewed by Cluster Board, and management and governance structures in each institution. A draft plan for regional academic programme provision will be completed and agreed among, participating institutions, and discussed with the HEA. The draft plan will include high level targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry routes in line with national the national process.</p> <p>Develop and collectively approve proposals in relation to systems, protocols and procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.</p>
Final target, end 2016	<p>Commence implementation of plan for regional academic programme provision and commence implementation of rationalised entry routes. The number of, and enrolment on, joint academic programmes as agreed in shared academic programme finalised in 2015.</p> <p>Complete review of pilot phase of delivery of shared and joint programmes at undergraduate and postgraduate levels.</p>

2.	Institution objective	Develop a regional approach to access, transfer and progression.
	Performance indicator	<p>The cluster institutions will:</p> <p>(a) develop an integrated regional approach to access, transfer and progression; and</p> <p>(b) Prepare regional inventory of all options and mechanisms for ATP from FE to HE at programme and institutional level.</p> <p>The quantitative performance indicator will be the number of students transferring into or between institutions.</p>
	Baseline	There is a complete absence of systematically compiled data and information at the regional cluster level.
	Interim target, end 2014	Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.
	Interim target, end 2015	Identification of new progression routes and agreement on pathways to be enabled in 2016; performance indicators agreed for transfer and progression
	Final target, end 2016	Full implementation of new transfer and progression pathways under way.

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of National University of Ireland's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

Strategy summary

Intake: NUI Maynooth is Ireland's fastest growing university. Between 2005/06 and 2011/12, total student numbers grew by 36% and NUI Maynooth now accounts for 7.7% of the total national university enrolment. This growth was accompanied by increases in indicators of quality: more students than ever are choosing NUI Maynooth as their first preference, median entry points are increasing and first year retention rates have improved.

The *Strategic Plan 2012-17* envisages further expansion, driven by regional and national demand for its portfolio of programmes and 'based on realistic projections of enrolment growth over the coming 10 years, with NUI Maynooth accounting for between 8% and 10% of the total enrolment across the existing seven universities'.

We have developed a series of enrolment projections that take account of the national projections prepared by the ESRI (2012) and recent trends, especially in postgraduate enrolments. We have also made assumptions to take account of the unique demographic profile in our region. Details of the projections methodology are contained in Appendix 2 and the projected overall student profile is contained in Section 4 of this compact.

We project an increase of 3% to 4% per annum in undergraduate enrolment bringing the total to almost 8,800 in 2016/17, or c.1,200 (16.2%) over 2010/11. This projection assumes an increase of approximately 100 new undergraduate degree level entrants each year to a projected intake of 2,300 in 2016/17. The university plans to increase enrolment within existing disciplinary areas: no major changes are envisaged in the disciplinary mix.

At postgraduate level total enrolment grew steadily to 2,028 in 2011/12 but since then there has been a decline of almost 250. This is mainly due to shrinkage of the relevant age cohort and difficulties encountered by prospective postgraduates in funding their study. We assume that the decline will end this academic year and that it will be followed by a gradual increase leading to a total of 1,972 in 2016/17. The projected total enrolment for all categories of students in 2016/17 is 10,750.

Participation: The NUI Maynooth Strategic Plan 2012-17 commits the university to 'sustain our success in widening participation in higher education, strengthening access programmes, responding to new needs, ensuring an inclusive curriculum, and mainstreaming and integrating our supports for student success'.

NUI Maynooth is already a national leader in widening participation. Over 75% of our new entrants are from families where neither parent has attained a qualification higher than

Level 6 on the National Framework of Qualifications. Almost one quarter (24%) of new entrants to NUI Maynooth, compared to 19% for the university sector, come from non-manual, semi- and unskilled socio-economic backgrounds. Mature students accounted for 18% of new entrants in 2010/11, compared to 11% for the university sector.

The University has also been very successful in helping non-traditional students to complete their degrees. The 2010 HEA study found that NUI Maynooth has the lowest non-progression rate of the Irish universities, when account is taken of the social background of students, their field of study and their Leaving Certificate performance.⁵

NUI Maynooth is experimenting with new models of outreach in Kilkenny with the provision of a first Arts programme, providing progression to the subsequent years in Maynooth. If successful, this model may be extended to other locations.

Assumptions, external factors, dependencies

The enrolment projections are critically dependent on a number of factors outside the control of the university. These include: the impact of net migration on the cohorts of new entrants to undergraduate and postgraduate programmes; the ability of students to pay for higher education; our ability to fund the capital development required to accommodate more students, the split between the role of universities and institutes of technology in catering for future increases in demand for higher education; and student preferences in regard to programme choices and preferred universities.

⁵ A Study of Progression in Irish Higher Education (HEA, 2010)

Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	Increase undergraduate intake in a planned manner.
	Performance indicator 1 Primary Indicator	New entrants to Level 8 degree programmes at NUI Maynooth as a percentage of total new entrants to HEA funded HEIs
	Baseline	4.5% (2011-12)
	Interim target, end 2014	5.0% (2014-15)
	Interim target, end 2015	5.2% (2015-16)
	Final target, end 2016	5.4% (2016-17)
	Performance indicator 2 Secondary Indicator	Undergraduate enrolment to Level 8 degree programmes. This is a secondary performance indicator and is based on ESRI projections of national enrolments, and will vary if national economic or demographic factors alter national enrolments.
	Baseline	5,928
	Interim target, end 2014	6,441
	Interim target, end 2015	6,754
Final target, end 2016	7,478	
2.	Institution objective	Stabilise the decline in postgraduate enrolments over short term and plan for subsequent increase in enrolment.
	Performance indicator 1 Primary Indicator	NUI Maynooth share of total postgraduate degree enrolment in HEA funded HEIs
	Baseline	6.0%
	Interim target, end 2014	6.0%
	Interim target, end 2015	6.0%
	Final target, end 2016	6.0%
	Performance indicator 2 Secondary Indicator	Postgraduate degree enrolment. This is a secondary performance indicator and is based on ESRI projections of national enrolments, and will vary if national economic or demographic factors alter national enrolments
	Baseline	1,774
	Interim target, end 2014	1,893
	Interim target, end 2015	1,906

	Final target, end 2016	1,917
3.	Institution objective	Retain at least the current proportion of students from designated groups, despite an increasingly difficult economic context.
	Performance indicator	Proportion of students from non-manual, semi and unskilled socio-economic backgrounds. Proportion of entrants with a disability. Proportion of mature entrants.
	Baseline	22%; 10%; 15%
	Interim target, end 2014	22%; 10%; 15%
	Interim target, end 2015	22%; 10%; 15%
	Final target, end 2016	22%; 10%; 15%
4.	Institution objective	Continue to increase provision of specialist supports provided for non-traditional entrants.
	Performance indicator	Provision of a pre-entry programme for mature students. Provision of transition supports for students from non-traditional backgrounds. Provision of an individual assessment for assistive technology for students with a disability.
	Baseline	Pre-entry programme offered to all mature students. Learning to learn, and peer group support provided to HEAR students. Assistive technology advice service available to incoming students with a disability
	Interim target, end 2014	Evaluation of existing services and recommendations for enhancement.
	Interim target, end 2015	Enhanced provision of services including implementation of at least 30% of the recommendations.
	Final target, end 2016	Further enhancement of services including implementation of at least 60% of the recommendations.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of National University of Ireland, Maynooth's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

Excellent teaching and learning and quality of the student experience: strategy summary

Strategy summary

High quality teaching focussed on learning outcomes and overall benefit to the student has always been, and remains, of central importance at NUI Maynooth. The University Strategic Plan 2012-2017 sets out our first priority as:

‘... to offer students an outstanding university education, the best available in Ireland, an education which challenges and supports all students to achieve their full potential, and prepares students for life, work and citizenship, and for complexity, diversity and change.’

The primary strategic action is to design and implement a new ‘Maynooth curriculum’ at undergraduate level. This curriculum will be designed to develop students’ intellectual skills to prepare them for further study, for lifelong employability and for full participation in society. This will require students to reach high standards in their chosen disciplines, while developing the fundamental intellectual skills of analysis, reflection and critical thinking, and fostering an appreciation of the breadth and richness of human knowledge and culture. The curriculum will offer students the opportunities to study new disciplinary combinations, and to engage with their subjects in alternative ways, including more substantial project work, and greater opportunities for service learning, work placement, and study abroad.

We also intend to better support the increasing diversity of the student body and the flexibility of the new curriculum through enhanced provision of a wider range of student supports.

Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	Develop a distinctive Maynooth undergraduate curriculum
	Performance indicators	Introduction of a new undergraduate curriculum in NUI Maynooth. Quantitative performance metrics will include median CAO entry points; outcomes for engagement and learning from Irish National Student Survey; employer survey outcomes
	Baseline	Curriculum Commission established and holding consultations.
	Interim target, end 2014	A revised curriculum will be designed and made available to applicants.
	Interim target, end 2015	Initial intake to the revised programme, with evidence of demand measured by number of applications and median points.
	Final target, end 2016	Evaluation of the first year of the programme, including student evaluations and reaction from an expert group including employers.
2.	Institution objective	Continue to strengthen our portfolio of taught postgraduate programmes
	Performance indicators	Revised portfolio of taught postgraduate advanced disciplinary and interdisciplinary programmes aligned to our academic and research strength and addressing important societal needs and challenges NUI Maynooth share of total postgraduate degree enrolment in HEA funded HEIs as per objective 2 indicators section 5.2 Postgraduate degree enrolments (absolute numbers), as per section 5.2
	Baseline	Review of taught postgraduate programmes has commenced
	Interim target, end 2014	Revised postgraduate portfolio developed
	Interim target, end 2015	Revised postgraduate portfolio implemented
	Final target, end 2016	Stabilised postgraduate enrolment.
3.	Institution objective	Enhanced support for student learning, doubling of the numbers availing of writing centre, maths support and study skills support.
	Performance indicator	Numbers availing of the support centres.
	Baseline	933 individual students registered for support centres.
	Interim target, end 2014	1,300+ students registered at drop-in sessions

Interim target, end 2015	1,600+ students registered at drop-in sessions
Final target, end 2016	2000+ students using support centres.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of National University of Ireland, Maynooth's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation: *strategy summary*

Strategy summary

NUI Maynooth's strategic goal is to be 'recognised by 2017 as playing a leading international role and being the clear national leader in a number of thematic areas of research that address the major societal challenges of the 21st century'. We intend to prioritise those research areas in which we have a demonstrable international excellence, to increase our participation in European research programmes, to mobilise our innovation activities to create value and support enterprise with a specific focus on the Midlands East/Dublin West region, and to improve the structured training of researchers in collaboration with our partner institutions.

Assumptions, external factors, dependencies

The unique academic profile of NUI Maynooth has led to an unmatched record in translating academic research to societal benefit and commercial innovation (section 5.5). We plan to build on the scale, quality and impact of our research and to use appropriate measures that support this ambition. This poses unique challenges for NUI Maynooth given that metrics for Arts, Humanities and Social Sciences are less robust than those for our scientific/technological disciplines. Our projected performance may also be dependent on factors beyond our control, most importantly the extent and profile of national funding for research. Economic retrenchment could impact on outputs directly (less funding for research) or indirectly (increased pressure on teaching time resulting in reduced capacity for research by academics). Any de-emphasis on creative and social innovation funding in the profile of national research funding would disproportionately affect NUI Maynooth.

The following assumptions underpin our performance projections:

- National funding for individual led programmes (especially SFI/HRB and IRC) is sustained in real terms and no significant shift in emphasis from individual funding schemes occurs,
- The national research prioritisation is supported by adequate funding opportunities targeting individual researchers in addition to thematic large scale calls,
- Funding for Arts, Humanities, Social innovation and creative disciplines are at least sustained as a percentage of national research spend.

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	Establish distinctive research priorities based on our strengths and aligned with national and EU priorities, to increase our research capacity and impact
	Performance indicators	Total research income; number of publications per academic; and field adjusted citation rates
	Baseline	Review of research priorities underway; research income €20.0m
	Interim target, end 2014	Completion of review of research priorities; research income €21.0m
	Interim target, end 2015	Consolidation of research institutes into fewer centres of scale Research income €21.5m
	Final target, end 2016	Research income €22m
2.	Institution objective	Increase participation in EU Horizon 2020 programmes
	Performance indicators	Number of applications per annum and success rates; total annual income from Horizon 2020
	Baseline	Mean performance on each indicator for FP7 over period 2009/10 and 2010/11
	Interim target, end 2014	Implementation of EU H2020 plan for NUI Maynooth
	Interim target, end 2015	Increased participation in H2020 compared to baseline
	Final target, end 2016	Participation and success rate equal to or greater than NUI Maynooth share of total researchers in all HEA funded HEIs.
3.	Institution objective	Enhance doctoral education with emphasis on structured PhD programmes
	Performance indicators	Percentage of research students enrolled in structured PhD programmes; survey of students and supervisors
	Baseline	2011 All new students enrolled in first generation structured PhD programmes at NUI Maynooth
	Interim target, end 2014	Review all components of current PhD programmes; redefine role of local supervisory committees

Interim target, end 2015	Implement revised model of structured PhD programmes; develop models to support sharing of PhD modules across the regional cluster; and implement best practice guidelines for initial meetings and annual progress reviews for all research students and supervisors
Final target, end 2016	100% of PhD students enrolled to revised structured PhD. Embed a 'continuous quality enhancement' approach to PhD modules and structure of PhD programmes; implement new models to share PhD modules across the regional cluster

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of National University of Ireland, Maynooth's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

Strategy Summary

NUI Maynooth's strategic goal is:

'... to strengthen its engagement with all stakeholders through sustained partnerships with enterprises, communities, civil society and public bodies, to build support for the mission of the university, to serve the needs of society, and to open new opportunities for research and learning '.

This goal will be pursued:

'... through partnership, engaging with different sectors (enterprise, community, public, private, non-governmental, professional, state, civil society and development organisations) at different scales (from local to international) and in different dimensions (economic, political, societal and cultural), prioritising engagement with partners in the region'.

Assumptions, external factors and dependencies

NUI Maynooth has a strong track record of engagement across many dimensions (enterprise, social, cultural) that reflect the intent of the university to make a practical and tangible impact for social and economic advancement regionally, nationally and internationally.

NUI Maynooth coordinates Enterprise Ireland's Technology Transfer Strengthening Initiative activities for AIT, IT Carlow and WIT (for biosciences). A new Business Incubation Centre, funded in cooperation with Enterprise Ireland will be completed by Q2 2015.

**Enhanced engagement with enterprise and the community and embedded knowledge exchange:
Institution objectives and performance indicators**

1.	Institution objective	Prepare an engagement plan that will bring strategic coherence and direction to a range of enterprise engagement activities currently undertaken by individual staff
	Performance indicator	Completion of university engagement plan
	Baseline	University staff engaged in discrete engagement activities with limited coordination
	Interim target, end 2014	Review completed of all activities contributing to enterprise engagement, leading to a coherent implementation plan.
	Interim target, end 2015	40% of recommendations implemented
	Final target, end 2016	90% of recommendations implemented
2.	Institution objective	Extension of research-led innovation activities to create value, and to support enterprise with a specific focus on the Midlands East/Dublin West region, and our sectoral enterprise partners.
	Performance indicator	Performance will be aligned with the primary indicators of success under Enterprise Ireland TTSi2
	Baseline	2012 TTSi 1 performance
	Interim target, end 2014	Targets are appropriate to 3 years 2014-2016
	Interim target, end 2015	Incubation centre completed, first 5 spin-in companies identified
	Final target, end 2016	(For years 2013-2016) minimum 30 invention disclosures; 15 patent applications; 15 licences, options or assignments; 5 new spin-out companies. 10 spin-in companies on campus
3.	Institution objective	Increase number of students taking work placements as part of formal studies, thus improving students' preparation for the workplace and building university-enterprise relationships
	Performance indicator	(a) Number of students taking work placement; and (b) number of enterprises (private and public) taking Maynooth students for internships
	Baseline	180 students per annum on work placements in 2012, and number of companies working with the university on placements
	Interim target, end 2014	Increase of 20% in number of work placements

Interim target, end 2015	50% increase in number of work placements over baseline; 20% more enterprises interacting with university via placements
Final target, end 2016	75% increase in number of work placements over baseline; 50% more enterprises interacting with university via placements

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of National University of Ireland, Maynooth's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation: strategy summary

Strategy summary

NUI Maynooth's goal is:

'... to achieve a step change in our international activities, doubling the number of international students on campus and doubling the number of domestic students spending time abroad, in order to create a truly intercultural and multilingual institution'.

NUI Maynooth will increase the internationalisation of its offerings, with a view to preparing students for an increasingly globalised and interdependent world. Our new curriculum will include a greater international focus, with the development of subjects and themes with an international dimension. Opportunities for students to study abroad will also be enhanced. We will attract a greater number of international students, including ERASMUS exchange students, fee-paying international students, and visiting students taking a semester abroad.

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Revise curriculum to provide greater opportunities for an international student experience
	Performance indicators	Increase number of outgoing students by 50% Additional international dimensions in new undergraduate curriculum
	Baseline	Degree offering in International Development scheduled to begin in 2013-14
	Interim target, end 2014	Additional new international options within the curriculum
	Interim target, end 2015	Increased number of students taking options to study abroad and study international topics
	Final target, end 2016	Further increase in number of students taking options to study abroad, and study international topics
2.	Institution objective	Increased recruitment of international students for degree and study abroad programmes
	Performance indicators	Development of a strategic plan for sustainable growth in international recruitment; International student enrolments
	Baseline	Number of international students domiciled outside Ireland enrolled in NUI Maynooth
	Interim target, end 2014	Approved strategy for international recruitment. International student monitoring system in place
	Interim target, end 2015	30% increase in enrolment of international students.
	Final target, end 2016	50% increase in enrolment of international students.

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of National University of Ireland, Maynooth's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation: strategy summary

Strategy summary

NUI Maynooth has identified inter-institutional collaboration as a strategic goal of its *Strategic Plan 2012–2017*. Specifically the goal is to 'maximise our unique and distinctive contribution to the national system of higher education through a set of purposeful and sustained strategic partnerships at regional and national level, and to extend its international reach through a network of global partnership'.

In order to achieve this goal we will build strong strategic partnerships and support the development of a regional cluster, as outlined in 5.2 above. Furthermore, we will prioritise two additional actions.

1. Froebel College of Education: *We will complete the transfer of Froebel College of Education to NUI Maynooth, and develop a centre for teacher education spanning the continuum from early childhood through primary, secondary, and tertiary education to adult and community education).*

Work on this project, which involves the relocation and absorption of the Froebel College of primary and early childhood education into a new academic department in the University commenced in 2010. The relocation of staff and students was completed in August 2013. This consolidation is in accordance with the strategy of the Minister for Education and Skills in relation to the structure of initial teacher education provision in Ireland⁶.

2. St Patrick's College, Maynooth: *We will develop our relationship with St Patrick's College Maynooth, establishing a joint approach to the development of the campus, and exploring opportunities for collaboration that may be to the benefit of both institutions.*

Assumptions, external factors and dependencies

The success of the Froebel Department of Primary and Early Childhood Education depends on the maintenance of existing levels of funding over seven to ten years as agreed with the HEA and the Department of Education and Skills

⁶ Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland: review conducted on behalf of the Department of Education and Skills, July 2012.

Minister Quinn gives go ahead for major restructuring of initial teacher education provision, 05 September 2012

Strengthening our relationship with St Patrick's College is dependent on how St Patrick's view their own position and future development of the campus and the outcome of negotiations in relation to the expiry in 2018 of the university lease on buildings owned by St Patrick's. The evolution of the public funding arrangements for St Patrick's in the context of the higher education reconfiguration may have an impact on our future relationship.

Institutional consolidation: Institution objectives and performance indicators

1.	Institution objective	Fully integrate Froebel College of Education into NUI Maynooth academic structures, and develop Maynooth Centre of Excellence for teacher education spanning the continuum from early childhood through primary, secondary and tertiary education to adult and community education
	Performance indicator	Successful transition of the Froebel staff and students to NUI Maynooth, and establishment of a centre of excellence for teacher education
	Baseline	Relocation of the Froebel staff and students in September 2013
	Interim target, end 2014	Successful integration of Froebel staff and students into Maynooth campus community validated by survey of staff and students. Commence exploration of opportunities for further collaboration
	Interim target, end 2015	Completion of a new, purpose designed education building at NUI Maynooth to house the Froebel Department, and other education departments
	Final target, end 2016	Consolidation of all education departments and support units into new structure for teacher education in Maynooth
2.	Institution objective	Continue to strengthen our relationship with St Patrick's College Maynooth for the benefit of both institutions
	Performance indicators	Completion of a feasibility study for a shared student record system for NUI Maynooth and SPCM Collaboration on recruitment of study abroad students to enrol in jointly provided academic programme Completion of review of feasibility of new jointly provided undergraduate programmes Development of a shared vision for the future of the Maynooth campus
	Baseline	High level Working Group established by NUI Maynooth Governing Authority and Trustees of St Patrick's College Maynooth
	Interim target, end 2014	Complete study of the feasibility of a shared student record system Pilot recruitment strategy to attract study abroad students into jointly provided programme Complete review of feasibility of new jointly provided undergraduate programmes Consider alternative scenarios for future development of the Maynooth south campus

Interim target, end 2015	If feasible, proceed to implement a shared student record system Subject to outcome of 2014 review, launch new jointly provided undergraduate degree programme as an additional CAO option Further develop and extend joint recruitment strategy for study abroad students Agree long term plan for development of Maynooth south campus
Final target, end 2016	Recruit students into new jointly provided undergraduate programme Recruit study abroad students into jointly provided programme Commence implementation plan for future development of an integrated Maynooth campus

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of NUI Maynooth in the strategic dialogue process leading to this compact, performance funding of

€ 200,000 has been allocated to the university.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and NUI Maynooth agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the university.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, NUI Maynooth

Date:

Appendices

We (National University of Ireland, Maynooth) include the following appendices with our performance compact.

List the appendices here:

<input checked="" type="checkbox"/>	Appendix 1: Regional clusters
<input checked="" type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input checked="" type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input checked="" type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input checked="" type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input checked="" type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input checked="" type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8:

Appendix 9:

Appendix 10:

Add more rows as necessary

APPENDICES

Most of the material in the appendices relates to how progress on the achievement of objectives by the university will be verified. NUI Maynooth University Executive has developed a Performance Framework to monitor the overall health and progress of the university, and to review success against the goals of the *NUI Maynooth Strategic Plan 2012-2017*. The verification proposals for this compact are consistent with the Performance Framework. The Framework will include annual narratives on progress against each of the goals in the *Strategic Plan 2012-2017*; quantitative key performance indicators and supporting datasets compiled on an annual basis and reported as a five year time series; and periodic thematic reports on matters merited more detailed review.

Appendix 1: Regional clusters

The Governance arrangements for the 3U Partnership and the AIT – NUI Maynooth strategic partnership are contained in the

- *Memorandum of Understanding between Athlone Institute of Technology and National University of Ireland Maynooth establishing a Strategic Partnership*
- *Dublin City University, National University of Ireland Maynooth and The Royal College of Surgeons in Ireland Framework Collaboration Agreement*

Verification of objectives:

- Report on regional cluster enrolment projections and Plan for academic programme provision
- Minutes of decisions related to collective approval by Regional Cluster Board and by the statutory governance structures of each institution of systems, protocols and procedures for shared and joint academic programmes, and also decisions on agreement of performance indicators for collaborative provision
- Data on the number of, and enrolment on, joint academic programmes as agreed in shared academic programme for the regional cluster

Appendix 2: Participation, equal access and lifelong learning

Enrolment projections: The NUI Maynooth enrolment projections are based on the following assumptions and methodology.

- Full-time undergraduate new entrants are derived from projections prepared by ESRI 2012, adjusted to take account of recent trends in applications and new entrants to NUI Maynooth. We assume the NUI Maynooth share of full-time new entrants to HEA funded HEIs will increase from 4.5% in 2011/12 to 5.4% in 2016/17
- An NUI Maynooth-specific scaling factor of 3.05 is used to estimate total undergraduate enrolment
- At postgraduate level there is considerable uncertainty. While total enrolment has declined we assume that there will be a recovery. Our primary objective is to maintain the NUI Maynooth share of total postgraduates in all HEA funded HEIs which was 6.0% in 2011/12. Our projection assumes a return to a gradual increase from 2014/15 which will include additional students from Ireland and also more international students.
- We envisage an increase of 100 occasional students from targeted recruitment of study abroad students
- The number of undergraduate diploma/ certificate students has been declining over recent years. We expect this trend to continue, at least over the short term.

The projections will be monitored and updated to take account of new statistical data on the external factors impacting on enrolment, and also of current applications and enrolments in NUI Maynooth.

Verification metrics:

- Number of new entrants to UG degree at NUI Maynooth
- Median entry points of new entrants via CAO
- Number of first year postgraduates
- Number of international students by domicile
- NUI Maynooth share of total FT new undergraduate entrants to all HEA funded HEIs
- NUI Maynooth share of total postgraduates in all HEA funded HEIs

Participation:

- Numbers of new full-time undergraduate entrants to NUI Maynooth (a) from targeted socio-economic groups, (b) with a disability and (c) mature students
- Percentage share of new full-time undergraduate entrants to NUI Maynooth (a) from targeted socio-economic groups, (b) with a disability and (c) mature students
- Percentage share of new full-time undergraduate entrants to all HEA funded HEIs (a) from targeted socio-economic groups, (b) with a disability and (c) mature students

Appendix 3: Excellent teaching and learning and quality of the student experience

Verification of objectives:

- Report on new undergraduate curriculum at NUI Maynooth
- Number of students enrolled and median entry points for new undergraduate programme
- Number of programmes provided by NUI Maynooth via CAO
- Number of EU and non-EU students enrolled to taught postgraduate programmes provided by NUI Maynooth
- Number of students availing of services provided by support centres for maths, writing and study skills
- Annual monitoring of scores for engagement and outcomes from Irish National Student Survey
- Data from employer survey of NUIM graduates

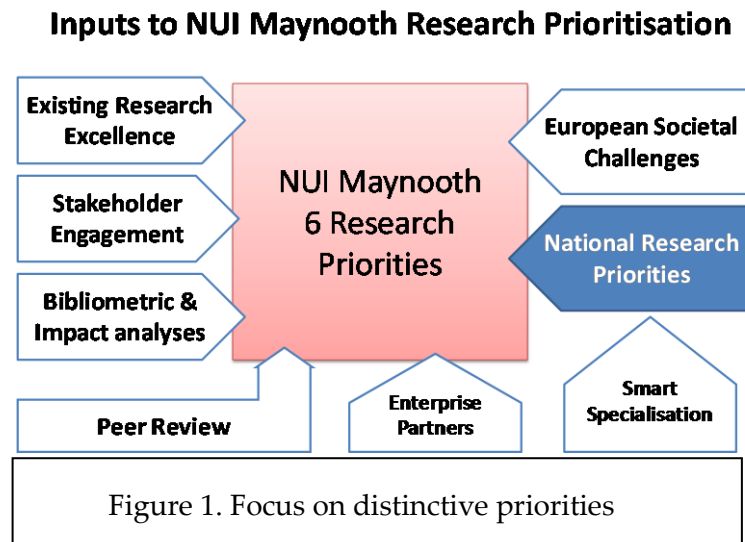
Supporting metrics will include:

- Percentage of undergraduate new entrants who progress directly (in same year) from first to second year
- Percentage of undergraduates who complete their degree programme within one extra year (4 or 5 years as appropriate)

Appendix 4: High quality, internationally competitive research and innovation

Alignment to national priorities

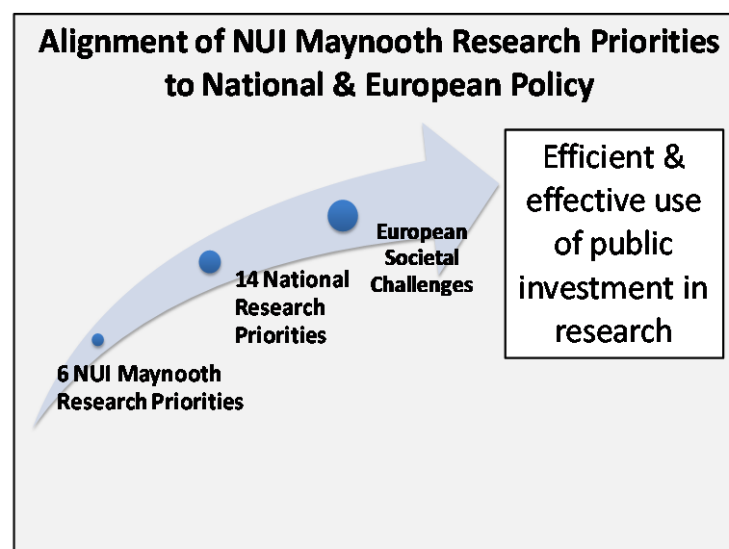
This compact is derived from the more comprehensive *NUIM Research Strategy* and the *NUI Maynooth 2013-17 Strategic Research Implementation Plan* [internal documents]. A key innovation of the process outlined in this compact is the alignment of the NUI Maynooth research strengths to a) National Research priorities and b) European Horizon 2020 opportunities. This alignment has been achieved following extensive consultation with critical stakeholders and detailed analysis of research strengths (Figure 1). A major aspect of our thinking in this development has been the



stated policy to maximise the efficient and effective use of public investment in research. This is expressed in national policy and the emerging European Innovation Policy ‘Smart Specialisation

‘(http://ec.europa.eu/research/regions/index_en.cfm?pg=smart_specialisation&lg=en)

which will be a critical driver for Irish national policy in the 2013-2020 period. This planning will mean that the major NUIM thematic priorities will closely align to national and European priorities in a structured and coherent way (Figure 2). This process aligns the NUI Maynooth research strategy to address the national innovation and policy agendas in a more integrated and planned way than has been attempted before, and in particular fits to an emerging European and National regional policy for innovation.



Verification of objectives:

- **Strategic decisions:** Minutes of decisions of University Executive and Academic Council approving university priority research themes and clusters research.
- **Research Funding:** The critical research funding metric we propose for this compact is the annual expenditure on research. It lags behind research income measured as awards received but these are frequently multi-annual and subject to distortion by a small number of very large awards. Therefore, the amounts can vary with less predictability from year to year. The data source for research income is the audited university accounts. The normalisation per academic staff is based on the March staff FTE returns made to the HEA.
- **Citations:** Citations metrics are measured on a calendar year basis. Currently, INCITES is used for citation data but SCOPUS Web of Science are also examined. However, we recognise that these sources distort disciplines and under-represent fields in which Ireland and NUI Maynooth in particular has international leadership. Therefore we propose to (a) cross reference INCITES to SCOPUS sourced data in the short term; (b) derive new metrics in line with the RIA report on the use of metrics in non-scientific disciplines; and (c) examine the UK model of ‘Snowball metrics’ which are being piloted in a number of UK Universities. Although not explicitly stated as an aim in this compact, our intention is to move to greater use of appropriate and informative measures of output over the life of this compact which will include a refinement of methodology.
- **Scholarly output and education of future researchers:** A new RIS database will be created, and updated on a real time basis if possible, of all peer reviewed academic publications (books and monographs, edited collections and peer reviewed journal articles and book chapters) measured over four years. A complementary metric will be the number of doctoral student graduations measured as a moving four year average. This metric is likely to show a decline in graduations as the impact of reduced exchequer research funding (especially in the financial crisis period) will lead to fewer research students being recruited-(therefore the completion statistic lags on the funding). An additional factor that may contribute to fewer graduations is the possibility that completion times may take longer as the balance between funded and unfunded research students shifts more towards the latter.
- **EU Horizon 2020:** Our strategic plan envisages an increase in both the number of EU H2020 applications and the number of successes. However the growth of the latter will lag behind the former. Thus a successful implementation and achievement of EU engagement may witness the anomaly of a temporary decline in ‘success rates’. Indeed we would predict a decline in 2014 and 2015 success rates as we bring ‘new to system’ and new to NUI Maynooth staff into the H2020 process. Therefore, the metrics related to the number of applications and success rates were chosen to support the achievement and monitoring of our objective but limited value as a target. The third indicator relates to all H2020 programmes; it may need to be normalised to a moving average to account for distortion by single large awards going forward- this in itself would be regarded as an indicator of additional success by NUI Maynooth. The fourth indicator measuring the share of total NUI Maynooth research derived from EU sources may include broad definitions of EU funding of societal value including DG led funding, INTERREG, European Space Agency/ contract funding

etc. These funding opportunities go beyond the definition of EU H2020 but they represent potential for additional non-exchequer EU funding. The baseline data for each indicator is the average of 2009-2010 & 2010/11 – this was chosen as a near mid-point of FP7.

- **Doctoral education / structure PhD programmes:** A transformation of doctoral education has taken place over the past three to five years as the Structured PhD with all of its supports and increased monitoring was developed and finally mainstreamed in 2010-11 following the *Framework for Developing Structured Doctoral Programmes at NUI Maynooth* agreed in 2009. An internal working group has assessed the Maynooth PhD experience with particular reference to research student completion rates. We have also taken account of the *National Strategy for Higher Education to 2030* wherein a national framework for doctoral education is proposed (p.72). Therefore, the objectives and measures in this area represent our ambition to build on the experiences of PhD training arising from the Dublin Region Higher Education Alliance (DRHEA) which laid the groundwork for collaboration in provision, cross recognition of standards and provided a framework for access and recording.

Progress in relation to the objectives and targets in this area will be verified by annual collation of data on the number of students participating in structured PhD programmes; implementation of recommendations from a review of the generic skills and transferable skills modules; publication and implementation of guidelines on programme requirements of research students and on the roles and responsibilities of local supervisory committees; and periodic surveys to solicit feedback from students and supervisors. The baseline year of 2010 was selected as this represents the 'datum' baseline year for NUIM structured PhD.

Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

Verification of objectives:

- **Engagement Plan:** minutes of University Executive decision to prepare an engagement plan; report on NUI Maynooth Engagement Plan.
- **Engagement with enterprise:** the University Research Office compiles, on an annual basis, the following internationally approved metrics: (a) number of invention disclosures, (b) licenses, options and assignments, and (c) number of spin-outs created. Each metric is normalised as outputs per €100m research. The NUI Maynooth performance will be benchmarked against international norms.
- **Student work placements:** Data will be compiled on an annual basis on the numbers of students taking internships, and on the number of enterprises taking NUI Maynooth students for internships.

Appendix 6: Enhanced internationalisation

The university strategic goal is to achieve a step change in our international activities. The prioritised objectives are to internationalise the curriculum and student experience, and to attract significantly greater numbers of international students to NUI Maynooth.

Verification of objectives:

- **International curriculum:** Data will be compiled on an annual basis on the number of students availing of opportunities provided by the new curriculum to enhance the internationalisation of the student academic experience.
- **International student recruitment:** Data compiled annually on numbers of international students classified by domicile, citizenship and level of fee paid (EU or non EU); implementation of a monitoring system for international student recruitment, enrolment and oversight of the total experience of international students at NUI Maynooth.

Appendix 7: Institutional consolidation

Two priorities are identified in this compact: Integration of Froebel College of Education and enhanced collaboration between all education departments in NUI Maynooth; and strengthening the relationship between NUI Maynooth and St Patrick's College.

Verification of objectives:

- Integration of Froebel staff and students into Maynooth campus community commenced in August 2013. The process will be monitored throughout the year and evaluated at the end of the academic year.
- Report from all education departments with proposals to enhance collaboration across the spectrum of teacher education.
- Report on feasibility of a shared student record system between NUI Maynooth and St Patrick's College.
- Report on pilot test of recruitment initiative to attract study abroad students into jointly provided programme by NUI Maynooth and St Patrick's College.
- Formal agreement between NUI Maynooth and St Patrick's College on long term plan for development of Maynooth south campus and for utilisation of SPCM buildings currently leased to NUI Maynooth.