National College of Ireland

NATIONAL COLLEGE OF IRELAND

INSTITUTIONAL PROFILE 2024



MAYOR SQUARE CAMPUS



SPENCER DOCK CAMPUS

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ABBREVIATIONS AND ACRONYMS

ABC	Area Based Childhood Programme
AC	Academic Council
ACCA	Association of Chartered Certified Accountants
AF	Associate Faculty
AFU	Age Friendly University
AHECS	Association of Higher Education Careers Services
CAO	Central Applications Office
CELL	Centre for Education and Lifelong Learning
CIMA	Chartered Institute of Management Accountants
CIPD	Chartered Institute of Personnel and Development
CNÉ	Coláiste Náisiúnta na hÉireann
CSO	Central Statistics Office
DARE	Disability Access Route to Education
DCEDIY	Department of Children, Equality, Integration and Youth
DCU	Dublin City University
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DSP	Department of Social Protection
EDI	Equality, Diversity, and Inclusion
ELI	Early Learning Initiative
FE	Further Education
FETAC	Further Education and Training Awards Council
FT	Full Time
GB	Governing Body of NCI
HCI	Human Capital Initiative
HEA	Higher Education Authority
HEAR	Higher Education Access Route
HEI	Higher Education Institution
IAW	In another way
IBEC	Irish Business and Employers Confederation
IBM	International Business Machines Corporation
ICT	Information and Communications Technology
ICTU	Irish Congress of Trade Unions
IFS	International Financial Services
IFSC	International Financial Services Centre
ISCED	International Standard Classification of Education
KPI	Key Performance Indicator
NCI	National College of Ireland
NCISU	National College of Ireland Students' Union
NEIC	North East Inner City of Dublin
NFP	Not for Profit
NFQ	National Framework of Qualifications
NORMA	NCI's digital archive of the electronic research produced by National College of Ireland staff and students
PG	Postgraduate
PLM	Programme Lifecyle Management
PNTS	Prefer not to say
PSI	Psychological Society of Ireland
QA	Quality Assurance
QAB	Qualifications Advisory Board
QIE	Quality and Institutional Effectiveness
QQI	Quality and Qualifications Ireland
RPEL	Recognition of Prior Experiential Learning
UN SDG	United Nations Sustainable Development Goals
SMT	Senior Management Team
SSG	Sustainability Steering Group
STEM	Science, Technology, Engineering and Maths
SU	Students' Union
UG	Undergraduate
UN	United Nations
VP	Vice President
YTD	Year to Date

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MESSAGE FROM THE **PRESIDENT**



It is exciting times for the National College of Ireland. We are full of ambition and energy to achieve the many Strategic Goals and objectives that we have set for ourselves through our 2022-2027 Strategic Plan.

NCI is seeking to embrace and anticipate the opportunities and challenges for Ireland's growing Tertiary Education sector and the needs of our exciting and ever-changing student population. I am delighted to present this Institutional Profile of the National College of Ireland. Always led by our Mission to "**Change Lives Through Education**", NCI has in recent years grown significantly in student numbers, in research output, in national and international partnerships and in community engagement. We believe that this Institutional Profile will give the reader a comprehensive and accessible overview of key facts and figures about NCI.

Taken in conjunction with the Institutional Self -Evaluation Report (ISER), we are confident that this Profile document will provide the External Institutional Quality Review Panel (QQI's "CINNTE" Panel) with the information they need to prepare for their visit to our campus in the heart of Dublin's North-East Inner City, in December 2024.

We look forward to that engagement.

Gina Quin
President
National College of Ireland

EXECUTIVE **SUMMARY**

National College of Ireland (NCI) or Coláiste Náisiúnta na hÉireann (CNÉ) is an independent, not-for-profit, higher education institution in Dublin.

Founded by the Jesuit Order in 1951 as the Catholic Workers College based in Dublin's south city suburbs, NCI has grown extensively since establishing its footprint in 2002 in the heart of the International Financial Services Centre (IFSC). NCI is based in modern campus buildings on Mayor Square and nearby Spencer Dock, in Dublin's North-East Inner city. By the end of first year of opening in 1951[1], there were 103 enrolments attending trade union programmes. In the 2022/2023 academic session the NCI student community stood at 6,016 enrolments.

NCI is a member of the Kircher Network, holds a Bronze Athena SWAN Award, has a 5 star QS Stars ranking and is both Autism Friendly Accredited and an Age Friendly Institution. NCI is a company limited by guarantee, partially funded via a core grant through the Higher Education Authority (HEA) and receiving tuition fees for undergraduate full-time learners under the free-fees scheme. All other funding comes from self-funded or employer-funded learner fees, labour market initiatives funded by the HEA/other Government agencies/departments and from commercial income.

NCI prides itself on having effectively responded to significant changes in Irish education and the Irish economy over seven successive decades. NCI will continue to drive change over the coming decades, just as it has done, anticipating, and responding to the evolving needs of students, employers, community and government strategy for education and employment.

NCI is driven by it's Mission Statement, "To Change Lives Through Education", with a long-standing strategic commitment to widening access to and participation in Higher Education as a lifelong pursuit. NCI is a recognised national leader in access to HE, through our diverse and flexible modes of delivery; our partnership pathways with further education and second-level providers and our apprenticeship programmes. NCI is proud to be home to the internationally recognised Early Learning Initiative (ELI).

Deeply embedded in the community that it serves in Dublin City Centre, NCI has increasingly wider reach nationally and internationally, growing from our reputation as a supportive, student-centred culture that values innovation and sustainable engagement with business, industry, and community partners. As part of its Strategic Plan (2022-2027), NCI is increasing its efforts to engage with employers, community organisations and other education providers to develop and provide innovative teaching, research and outreach partnerships.

In the academic year 2022/23, the College offered 95 full-time and part-time, QQI-accredited programmes across Business, Computing, Education, and Psychology at Levels 6-9 on the National Framework of Qualifications (NFQ). In addition, NCI delivers Level 10 Research Degrees through collaborative arrangements with Maynooth University. We also provide a suite of micro-credential programmes for individuals seeking to reskill or upskill in targeted areas.

Several of our programmes are recognised by professional bodies, including the Association of Chartered Certified Accountants (ACCA), the Chartered Institute of Management Accountants (CIMA), the Teaching Council, and the Psychological Society of Ireland (PSI) and the Qualifications Advisory Board (QAB – part of Department of Education and Skills). NCI is the largest provider of Chartered Institute of Personnel and Development (CIPD) accredited programmes in Ireland in Human Resource Management.

The College has a growing research profile through the School of Business (SoB), the School of Computing (SoC), which includes the Cloud Competency Centre (CCC), the Centre for Education and Lifelong Learning (CELL) and the Early Learning Initiative (ELI). NCI's new Research Strategy 2023 – 2027 will drive further doctoral level research opportunities and support NCI faculty to increase research output and interdisciplinary research collaborations at home and with overseas partners.

The Early Learning Initiative (ELI) has a strong profile of community action research. ELI is an internationally recognised leader in the area of early education interventions. ELI models and delivers best practice for the education and wellbeing of children and families and seeks to address educational disadvantage in marginalised communities.

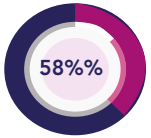
[1] Formerly Catholic Workers College in 1951 and College of Industrial Relations in 1966, National College of Industrial Relations 1983 and became NCI in 2000

NCI AT A GLANCE

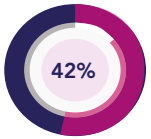
2022/23

6016
Registered Students





Full-Time



Part-Time

School of Business
3029

School of Computing
2460

CELL
527

95 Programmes

121 Nationalities





2846 Female

3157 Male

10 Prefer Not to Say

3 non-binary

190 FT Academic Staff

157 Admin and Support Staff

NCI'S STRATEGIC PLAN **2022-2027**

NCI's strategic ambitions build on NCI's mission to 'change lives through education', through brilliant students, expert staff, our collective commitment to access and social justice, academic excellence, and sustainability. NCI's values are to be inclusive, community focused, have integrity, be dynamic, learner-centered, and aspire to professional excellence.

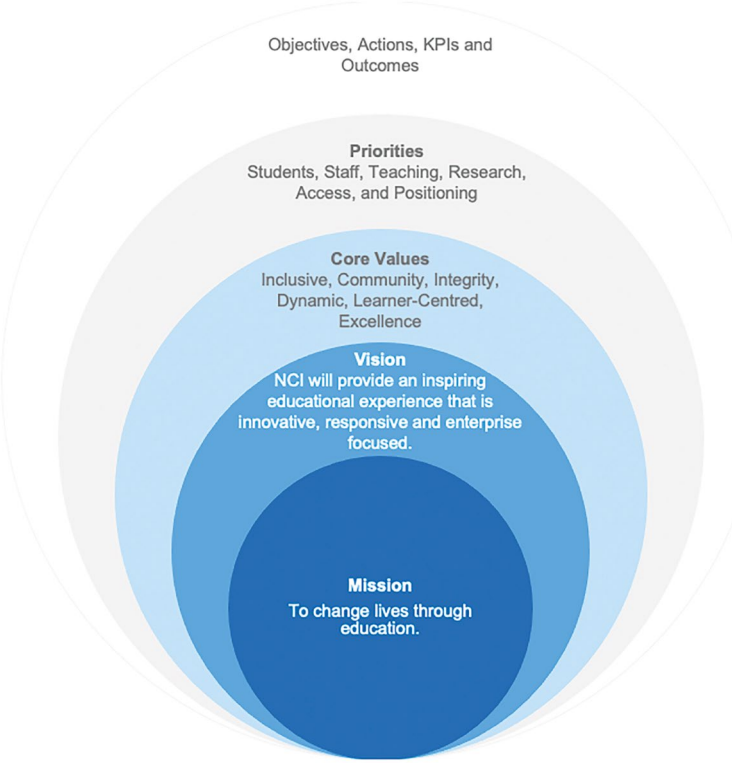


Figure 1 - NCI Strategic Ambitions

The Strategic Plan is one connected plan – from mission to outcome. Driven by our mission, vision and values, the NCI Strategic Plan 2022-2027 identifies six priorities: Students, Staff, Teaching, Research, Access, and Positioning. Each priority is associated with a range of objectives, actions, key performance indicators (KPIs) and outcomes, illustrated as follows:

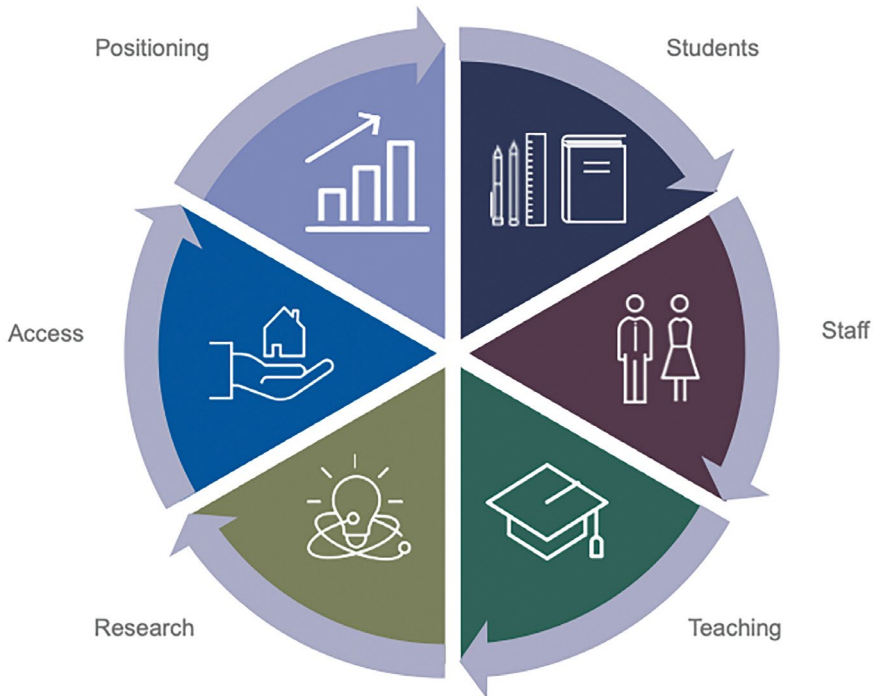


Figure 2 - Six Priorities for 2022-2027

The College is now working towards the achievement of major strategic goals, set out in our 2022-2027 Strategic Plan and in the short accompanying video.

The plan is underpinned by an Executive Implementation Plan, monitored regularly by the Executive and Governing Body. A formal mid-cycle review of the impact of the strategic plan is scheduled to be completed in 2025.



By 2027, NCI aims to be a distinctive and independent HEA- designated institution, with delegated awarding authority, delivering successful graduates, and a world-class model of community engagement, from an 8,500-strong student body, in a state-of-the-art campus.

One of the objectives in the Strategic Plan of NCI is "to develop successful graduates that have a lifelong love of learning, who are valued contributors to the workforce and society, and who are committed to sustainability."

Figure 3. illustrates the distinctive characteristics of NCI Graduates.



Figure 3 - Distinctive Graduates

GOVERNANCE & **ORGANISATIONAL STRUCTURE** | INSTITUTIONAL GOVERNANCE

The Governing Body constitutes the Board of Directors at NCI and is responsible for the overall direction of the College and its compliance with company law. The Governing Body approves and monitors the College's strategic direction and policy, its financial planning, and compliance with best practice in all college activities. It consists of members drawn from the following nominating bodies:

- NCI President (ex officio)
- IBEC - 2 nominees
- ICTU - 2 nominees
- The Jesuit Community - 2 nominees
- The Staff of the College - 2 elected staff members
- The Students Union of the College (NCISU) - 1 elected member
- The Nominations Committee – up to 5 nominees
- The Chairperson

The Governing Body may establish committees it deems appropriate for the effective performance of its duties, but maintains the following committees at all times:

- The Finance, Audit and Organisation Committee
- The Remuneration Committee
- The Nominations Committee
- The Risk Committee



Figure 4: 2024 Governing Body Membership

GOVERNANCE & **ORGANISATIONAL STRUCTURE** | INSTITUTIONAL MANAGEMENT

The College is managed by a Senior Management Team (SMT), chaired by the President. The SMT manages the day-to-day operations of the College and comprises the President, Vice President for Academic Affairs and Research, Director of Finance & Company Secretary, Registrar, Director of HR, and Director of Marketing and International Development.

NCI: ORGANISATION CHART

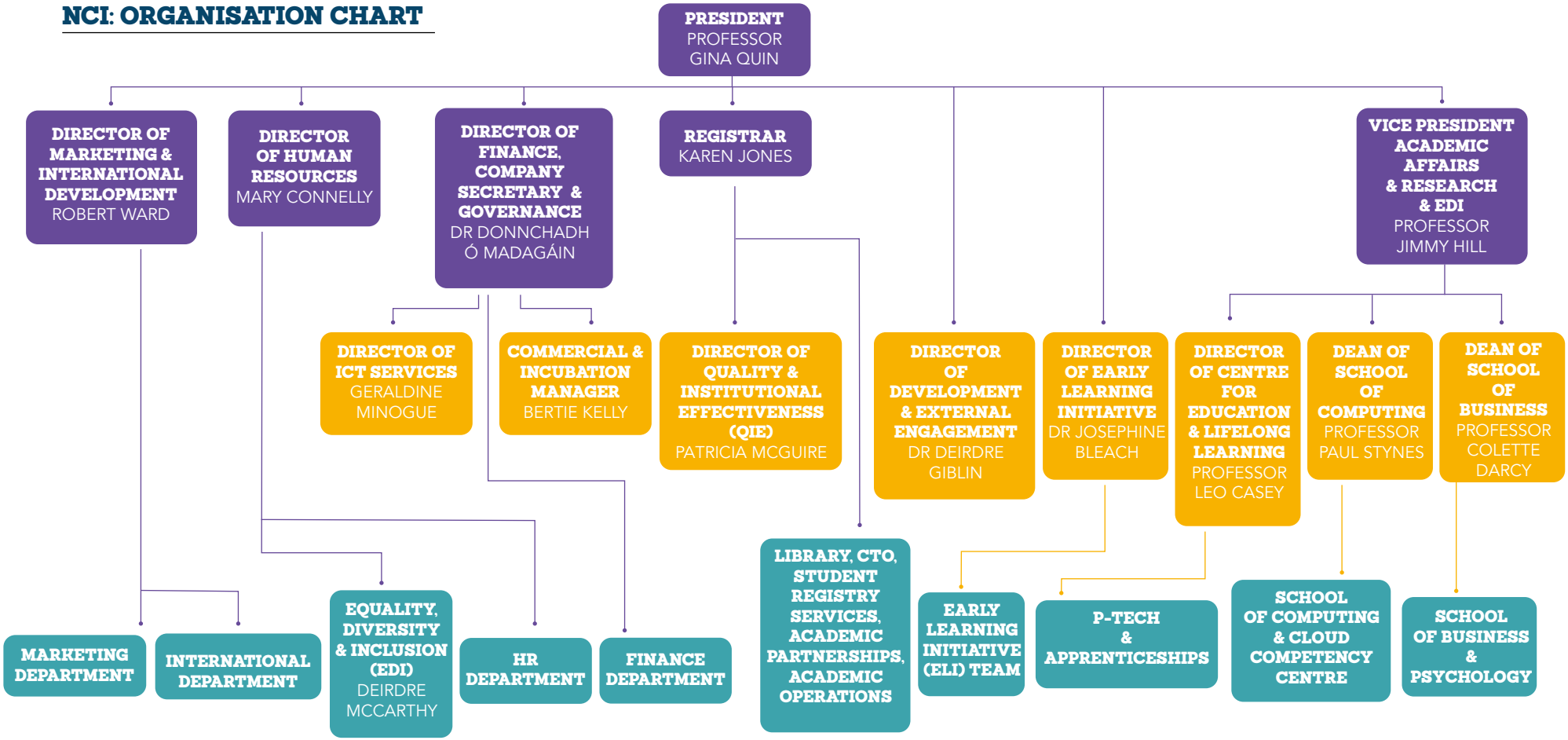


Figure 5: NCI Organisational Management

GOVERNANCE & **ORGANISATIONAL STRUCTURE** | ACADEMIC GOVERNANCE AND MANAGEMENT

NCI's academic governance and management structure is set out in Figure 6, below. The Academic Council is co-chaired by the President and Vice-President for Academic Affairs and Research and has a range of important sub-committees addressing institutional Teaching, Learning, Assessment and Exams and Research governance functions, as well as School and Programme academic governance functions. The Senior Management Team is chaired by the President, Professor Gina Quin, and reports to the Governing Body.

There are important linkages between academic governance, through the Academic Council and its sub-committees, and the institutional management of strategy and resources (people, finances, property and so on) through the Senior Management Team and Executive Group. These linkages are strongly evident through:

- Programme Lifecycle Management Executive Sub-Group: recommendations for the case of new academic programmes, and the performance of existing programmes which are subject to annual monitoring and cyclical periodic review.
- Academic Operations Committee: College-level discussion and decision-making (where feasible) or recommendations to the Executive on academic operational issues arising during the teaching year, within the academic Schools and CELL or from central service units including Registry Services and Academic Operations.

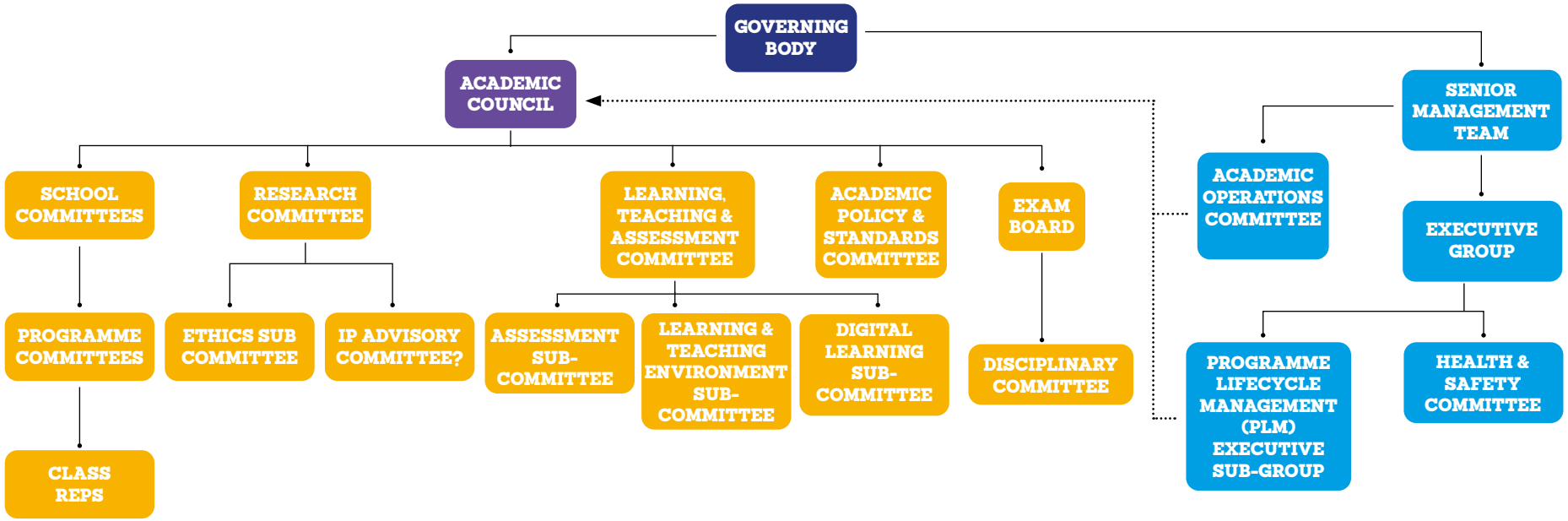


Figure 6: Academic Governance and Management Structure

QUALITY & INSTITUTIONAL EFFECTIVENESS (QIE) **AT NCI**

The Quality and Institutional Effectiveness (QIE) Office is responsible for promoting continuous quality improvement and effectiveness across NCI at programme, module and institutional levels through policies, procedures, and quality-related processes and innovations.

Quality is the responsibility of all staff in NCI. The QIE Team is committed to empowering staff and students to maximise their efficiency and effectiveness at NCI through a culture of continuous quality improvement.

QIE seeks to identify and promote areas of good and innovative practice internally and externally to raise consistency and quality across NCI's programmes, services and strategies. NCI's approach to continuous quality improvement is based on seven core principles:

1. Based on fact not assumption
2. Quality is business as usual
3. Quality is organisation wide
4. Strategically focused
5. Customer and stakeholder driven
6. Results orientated
7. Creating continuous improvement

NCI strives to make informed decisions at an institutional and programme level. Institutional Effectiveness at NCI is a commitment to transparency, consistency and connectivity in decision-making.

Awarding Body and Professional and Statutory Accreditation for programmes

NCI's qualifications are awarded by Quality and Qualifications Ireland (QQI) and we align our quality processes with QQI policy and guidelines, which are in turn aligned with the European Standards & Guidelines for Quality in Higher Education. Several of NCI's qualifications are also accredited by Professional and Statutory bodies active in our subject areas.

Programme Lifecycle Management

NCI's Programme Lifecycle Management (PLM) Executive Sub-Group reviews new programme proposals to ensure that the College is bringing forward programmes that are relevant to societal/Industry learning needs and that are sustainable for NCI – across all resourcing areas. The PLM also monitors the performance of existing programmes and NCI' collaborative partnerships.



Figure 7: Programme Lifecycle

Annual Programme Monitoring (APM)

This important Quality Assurance and Enhancement process involves programme teams reviewing programme performance once a year based on internal and external feedback, industry insights, and student performance data. Proposed minor or major changes to programmes can ensue from the APM process.

Stakeholder Engagement

NCI strives to ensure that stakeholder views, needs and experiences are regularly captured and reviewed to inform our programmes as well as our strategic and operational priorities.

Learner Surveys

The QIE team offers all registered learners the opportunity to complete a standardised module evaluation survey each semester. Learners provide anonymised feedback on the quality of their modules, and this is reported directly to named module lecturers and is available to the Deans of the Schools and the Director of the Centre for Education and Lifelong Learning.

NCI takes part in StudentSurvey.ie; the national Student Engagement survey. While the survey did not run in the 2023/24 academic year, the high-level 2022/2023 results can be found below.



Figure 8 – National Student Survey Results 2022/2023

NCI-NCISU Partnership Agreement

In 2022, NCI and the NCI Students Union signed a Partnership Agreement supporting union autonomy alongside pathways for cooperation with NCI. The Agreement outlined our shared commitments to equality, diversity and inclusion and the fair treatment of all students and staff, striving to deliver against United Nations Sustainable Development Goals.

Learner Success Strategy

NCI recently launched a new Learner Success Strategy (2023-2025), delivering against our institutional Strategic Plan commitments. This Learner Success Strategy commits the College, supported by its Registry, Quality and Institutional Effectiveness and other support services, to prioritise resources and effort on evidence-based interventions to promote learner success.

The Learner Success Strategy outlines how NCI will respond proactively to the 2022-2027 NCI Strategic Plan Objectives:

1.5: 'To drive excellence and accessibility in our learner supports across our physical and digital campuses'

5.2: 'To embed access in our programme design, delivery, assessment and in all student services'.

Our supports for enhancing learner centred success will be delivered across these four key areas:



Figure 9: Supporting Learner Success

STAFF **PROFILE**

Our "approach to staffing, ranging from associate faculty from relevant employers to community representatives in ELI, is strongly rooted in the communities we serve. This is a distinctive feature of NCI and should be fostered". (Strategic Plan 2022-2027).

As of April 2nd, 2024, the College had a total headcount of 431 staff (all categories). This breaks down as follows;

- Permanent academic faculty account for 15.3% of staff.
- Associate Faculty (AF), account for 29.5% of staff. AF work part-time teaching on either fixed term or permanent contracts. AF are often engaged in other employment external to NCI and bring current industry and community expertise into the classroom.
- Non-Academic staff account for 36% (Professional and support staff both full and part time).
- Early Learning Initiative (ELI) staff account for 19.3% of NCI staff.

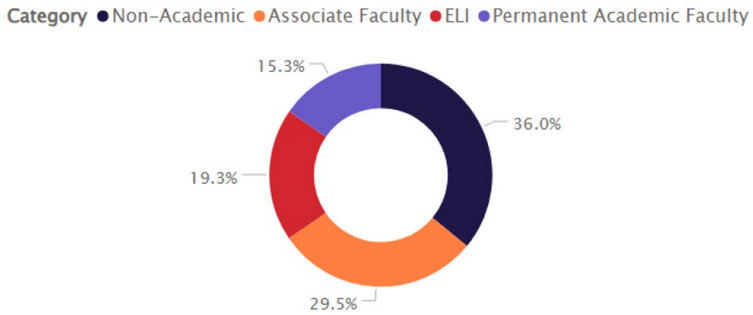


Figure 10 - Overall Staff by Category as of 02/04/2024

In terms of teaching staff (headcount), 34% of faculty have _permanent positions while 66% are Associate faculty. NCI and its students benefit from the diverse & real-world experience and expertise that our Associate Faculty bring to the learning experience.

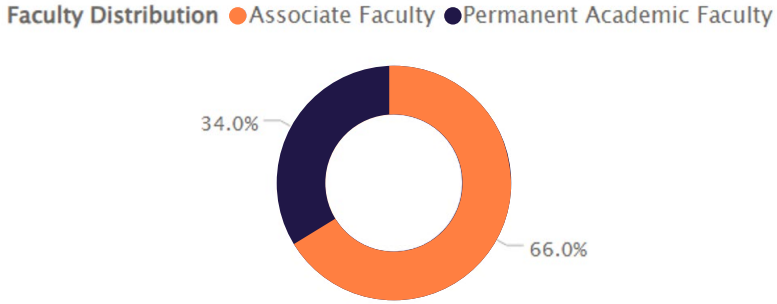


Figure 11 - Faculty Distribution as of 02/04/2024

Gender

Women are the predominant gender type in NCI's workforce (62.7%). This can be partly explained by the dominance of female employees in the Early Learning Initiative (who account for 19.3% of total NCI staff as outlined in Figure 10).

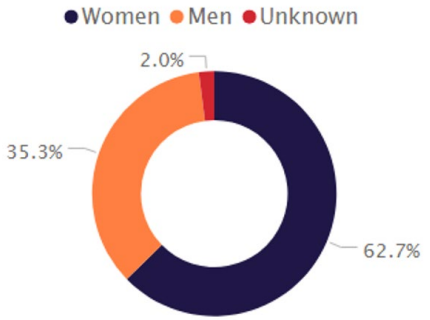


Figure 12 - Overall Staff by Gender

Building upon tried and tested models of early years' education intervention, ELI staff work with communities in areas of greatest need, to provide world-class parent and child learning support programmes. This is a strongly gendered area as 90.4% of ELI staff are women, many of whom work less than full time hours.

According to Figure 13, there is a higher proportion of women Non-Academic Staff (65.2% women versus 33.6% men).

NCI is proud to be one of the first Irish Higher Education Institutes (HEIs) with a female President, currently Professor Gina Quin, and previously Professor Joyce O'Connor. In terms of academic and senior leadership, NCI's Registrar is a woman, as is one of our two departmental Deans along with three departmental Vice-Deans. 50% of our Senior Management Team and 64% of the Executive Group are also women.

There are more women Permanent Academic Faculty than Associate Faculty (59.1% of Permanent Academic Faculty are Women and 40.9% are Men compared to the AF breakdown of versus 36.2% of Women and 63.0% of Men.

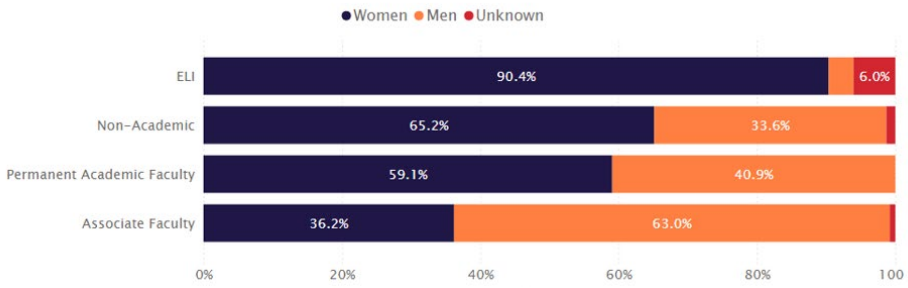


Figure 13 - All Staff by Gender % & Staff Category

Nationality & Ethnicity

The fields captured in NCI's CoreHR system for Nationality and Ethnic Group are currently optional and not mandatory at NCI. However, NCI is committed to enhancing the collection of staff demographic data in the future.

During the most recent data gathering exercise on 2nd April 2023, 76.7% of staff provided their Nationality, while 53.5% indicated their Ethnic Group. Among staff who filled in the Nationality field, 78.2% are of Irish nationality, 8.5% are of Indian nationality, and the remaining 13.3% represent various other nationalities, as detailed in Figure 14.

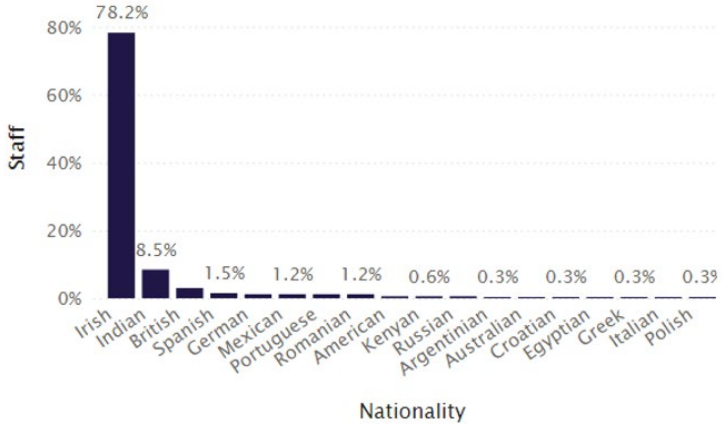


Figure 14: All Staff By Nationality

Figure 15 shows that 62.1% of NCI staff identify as White Irish, 16.7% as White-Any other White background, and 7.5% as Asian Irish with smaller ethic groups also shown.

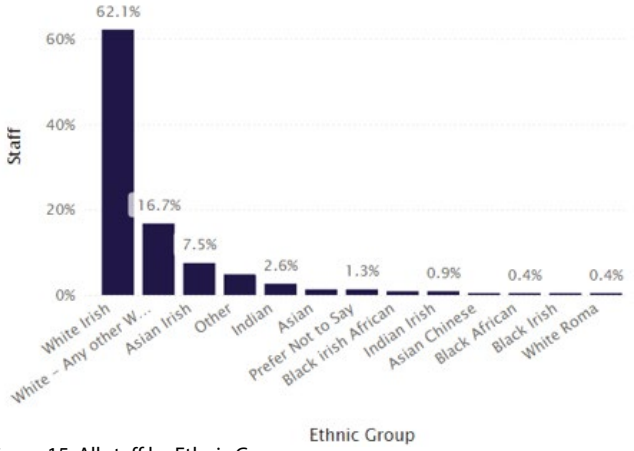


Figure 15: All staff by Ethnic Group

Age

The NCI staff age range is wide, spanning from 20 to 70+ years. The largest age category is 36-40years, comprising 16% of the staff. Surrounding this, both the 31-35 and 41-45 age groups account for 12.53% each.

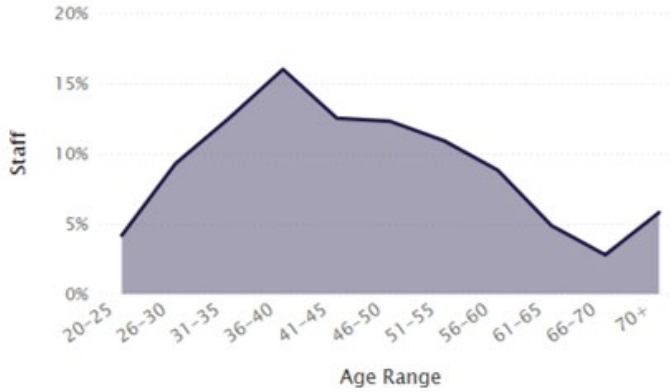


Figure 16: All Staff by Age Range

Academic and Professional Qualifications

In terms of their highest academic or professional qualification(s), 70% of NCI staff hold a PhD, while 22% possess a Master's Degree as their highest qualification. 2% declared that they hold an MSc but are in the process of pursuing a PhD; another 2% possess qualifications not listed as options in the survey. The remaining 2% are qualified through the Professional Chartered Accountancy Examinations.

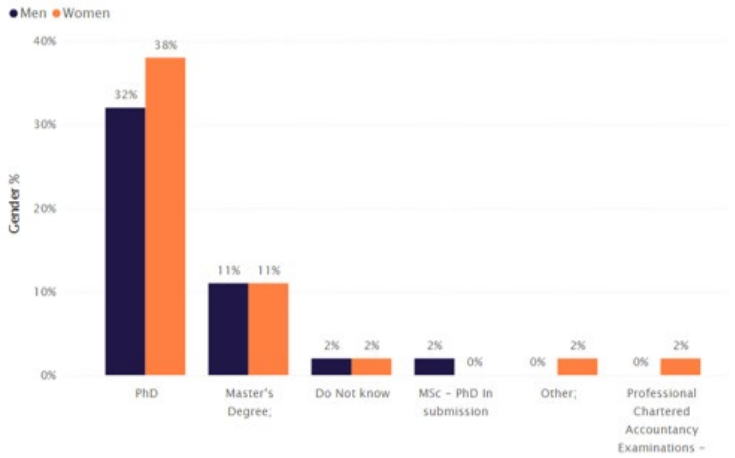


Figure 17: Highest academic/professional qualifications of NCI Staff, April 2022

EDUCATIONAL **PROVISION**

NCI delivers over 95 accredited programmes through three schools; the School of Business (SoB), the School of Computing (SoC), which includes the Cloud Competency Centre, and the Centre for Education & Lifelong Learning (CELL).

School and Centre Analysis

The School of Business offered 47 programmes in the 2022/2023 academic session; the School of Computing offered 33 programmes and the Centre for Education and Lifelong Learning offered 15 programmes, including a suite of microcredential (minor) awards.

Figure 18 shows enrolments by School from 2018/2019 to 2022/2023:

- School of Business (SoB) had the largest proportion of enrolments in 2022/23: 50.3% of total enrolments, although decreasing from 58.5% in 2018/2019.

- School of Computing (SoC) had the second largest proportion of enrolments in 2022/23: 40.89% of the total, showing 3.2% growth since 2018/2019 when Computing accounted for 37.7% of total enrolments.

- Centre for Education & Lifelong Learning (CELL) had 8.8% of total enrolments in 2022/23, recording 4.9% growth since 2018/2019 when CELL accounted for 3.9% of total NCI enrolments.

The School of Business had a surge in enrolments in 2020/2021 academic session. Contributing factors for this change include:

1. Introduction of the Master's Edge Scholarships (on course fees for full-time, daytime, Master's or Postgraduate Diploma programmes (not delivered at evenings/weekends),
2. A change in delivery modes to fully online in the context of QQI Covid-19 Provisions and
3. An uncertain job market in the wake of the global pandemic.

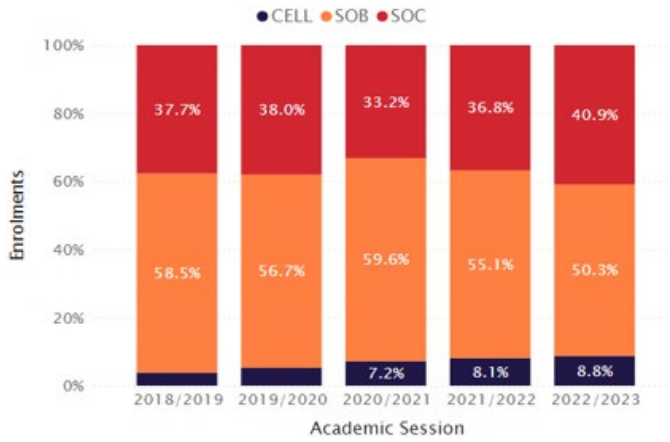


Figure 18: NCI enrolments by School, 2018-2022

The School of Computing has seen a steady increase on enrolments year on year. The small decrease in 2020/2021 was a result of the national & international travel restrictions put in place during Covid-19 for International Students.

Staff to Student Ratio

NCI's full-time equivalent (FTE) Staff: Staff Student Ratio (SSR) for 2022/2023 is 1:24.

We view our ratio in the context of the 2023 Staff: Student ratio of 1:23 for the Tertiary sector in Ireland, available from the OECD's "At a Glance" series[2] . In common with other Higher Education Institutions in Ireland, NCI recognises that efforts must be made at College level, supported by increased government funding, to reduce this ratio.

To calculate this ratio, NCI has used the Higher Education Authority's methodology in so far as is possible, making minor adjustments to cater for some features of NCI's staff categories and student enrolment categories.

[2] Available to view at: Teachers - Students per teaching staff - OECD Data (choose filter "Tertiary Education").

Enrolments and the Impact of Covid-19

In the 2022/23 academic session, NCI had a total of 6,016 enrolments which represented a 3% growth from the previous year. Figure 19 provides the data. The 2022/23 year represented a return to non-Covid "normality" at the College, with no government Covid-19 restrictions and a welcome return to on-campus, in-person learning and teaching for most full-time undergraduate and postgraduate programmes. Other programmes continued as blended learning, and some continued as fully online under extended QQI Covid-19 dispensations.

Enrolments over the last three years (2020 - 2023 inclusive) fluctuated due to the impact of Covid-19:

- We saw a surge in enrolments (13% increase) between the 2019/2020 and 2020/2021 academic sessions.
- In the following 2021/2022 academic session, we saw an 8% drop in enrolments from the previous year.
- Semester 1 of 2021/22 took place under full Covid restrictions; however, there was a partial return to on-campus learning in Semesters 2 and 3). We attribute the 8% drop, in part, to an unwinding of the previous year's growth.
- We recorded a 3% increase in 2022/23 academic year, and we attribute this to a stabilisation and 'return to normal' against the previous two years.
- Across the HEA sector, figure 20 shows a 5% increase in enrolments in 2020/2021, with a -2% decrease in 2022/2023.

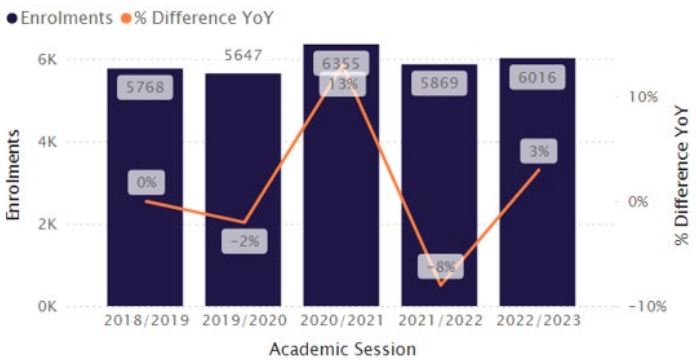


Figure 19: NCI enrolments by academic session

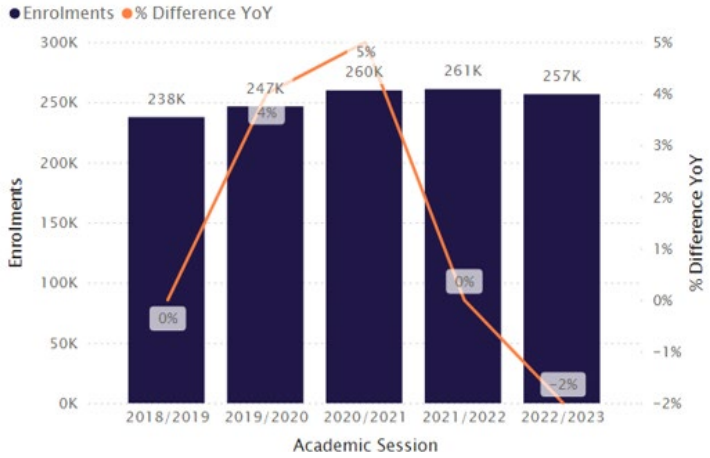


Figure 20: HEA enrolments by academic session (source: https://hea.ie/statistics)

NCI share of sectoral enrolments

In 2022/23, NCI had the highest percentage of national enrolments in ISCED codes 0613: Software and Applications Development and Analysis (36.3%) and 0413: Management and Administration. (34.5%).

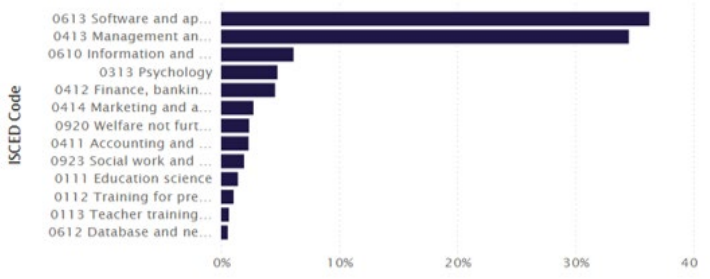


Figure 21: enrolments by ISCED Code 2022/23

Due to NCI's strengths in Business and Technology, we have made a noticeable contribution to the higher education sector in these fields. In the 2022/23 academic year, NCI accounted for 29% of all postgraduate enrolments in ICT programs nationwide (see Figure 23) and 7% in the broader areas of Business Administration and Law at Higher Diploma, Postgraduate Diploma, and Master degree levels.

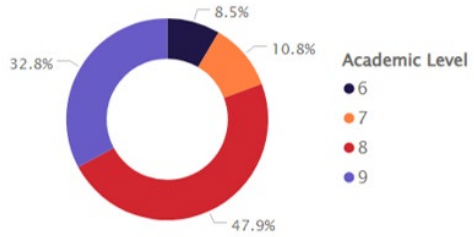


Figure 22: NCI enrolments by academic level 2022-23

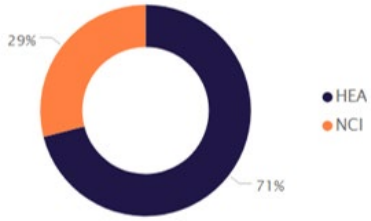


Figure 23: NCI's % share of sectoral ICT taught postgraduate provision, 2022-23

In the academic year 2022/2023 (Figure 24), 42.4% of NCI's enrolments were in taught postgraduate studies, surpassing the HEA average of 29.4%.

57.6% of enrolments are in undergraduate study, with the majority of these studying programmes at NFQ level 8 (47.9%).

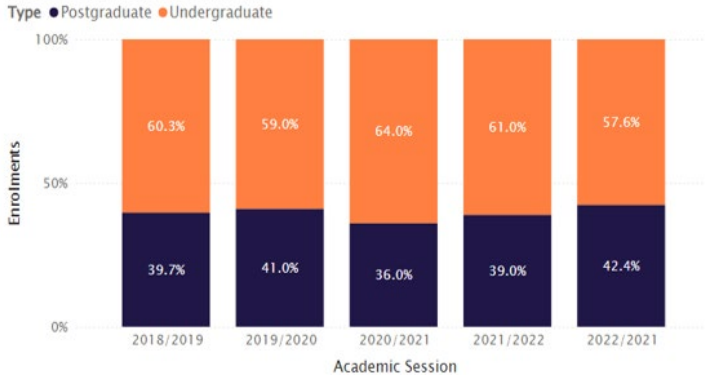


Figure 24: NCI enrolments by undergraduate and postgraduate level of study

Figure 25 illustrates the split of students by gender. In the 2022/2023 session, NCI had the following breakdown: 52.5% Male, 47.3% Female, 0.17% Prefer Not to Say, and 0.1% Non-Binary.

Figure 25 shows that the female to male split has remained fairly consistent since 2018/2019. Prefer Not to Say" and "Non-Binary" have been captured since 2020/2021. Students identified as Non-Binary for the first time in 2022/2023 (0.05%).

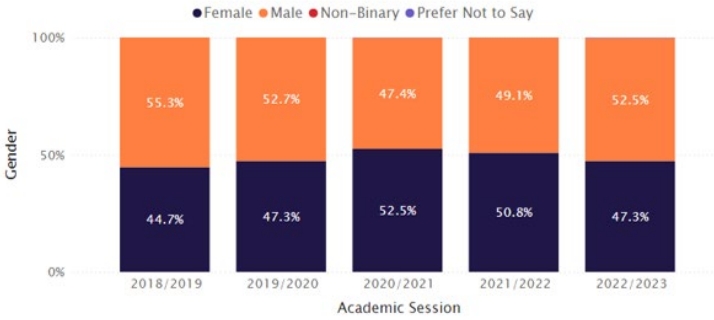


Figure 25: NCI Enrolments by Gender type

International enrolments

NCI enjoys the advantages of a diverse student body, representing 121 nationalities during the 2022/2023 academic session.



Figure 26: 2022/23 enrolments by nationality

As figure 27 shows, NCI's overall enrolment profile is predominately from the European region (majority of whom are Irish) with 68.7% in the 2022/2023 academic session; the next largest region for enrolments is South-East Asia with 20%, the remaining 11.3% is Americas, Africa, Western Pacific & Eastern Mediterranean.

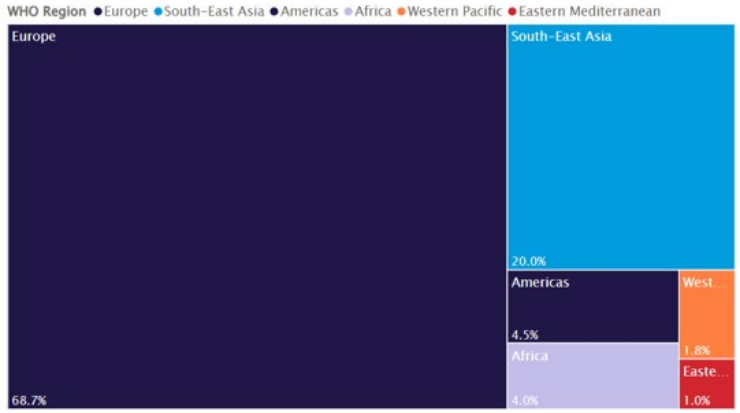


Figure 27: 2022/23 enrolments by nationality by region

Notwithstanding the overall predominance of European enrolments (mainly domestic Irish), NCI's International students made up 28.19% of the total student body in the 2022/2023 academic session. Figure 28 provides this data.

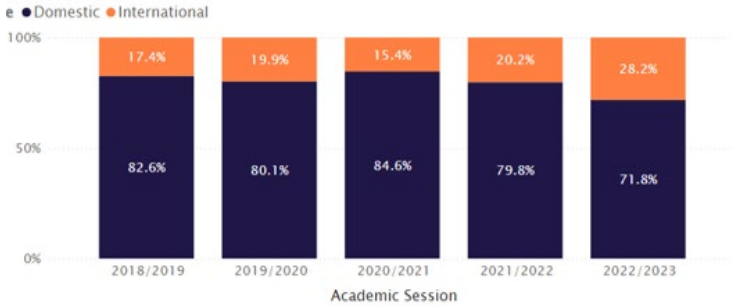


Figure 28: Registered students by enrolment type (domestic (Irish and other EU) and International (non-EU)

NCI's level of international enrolment can be linked in the main (although not exclusively) to NCI's large sectoral share of taught postgraduate ICT provision in the sector, as noted in an earlier section in figure 23. NCI's postgraduate Computing programmes continue to attract high levels of interest and enrolment from countries such as India and China and growing markets in South America and Africa.

Graduates

Completions

Figure 30 shows the overall learner completion rates between 2018-2022, by Mode of Study. In 2022/2023, we saw an 85% completion rate across full time programmes (7% increase in the 5-year period since 2018/2019) and an 87% completion rate across part time programmes (6% increase in the 5-year period since 2018/2019).

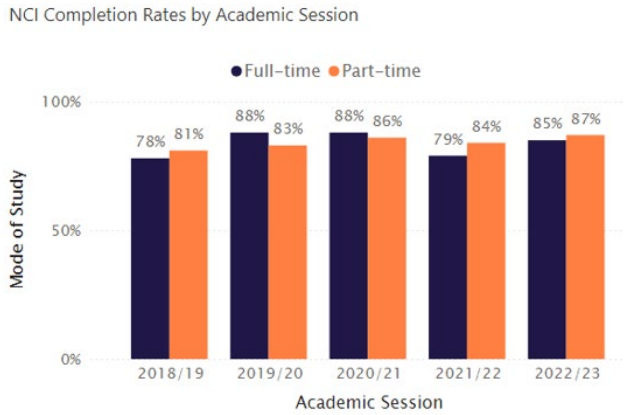


Figure 30 - NCI Completion Rates by Academic Session

Grade Classifications

Figure 31 shows the overall grade distribution of NCI compared to All QQI Providers from 2018-2023 (YTD January 2024). For the most part NCI is aligned with all other QQI provider Colleges in each grade classification.

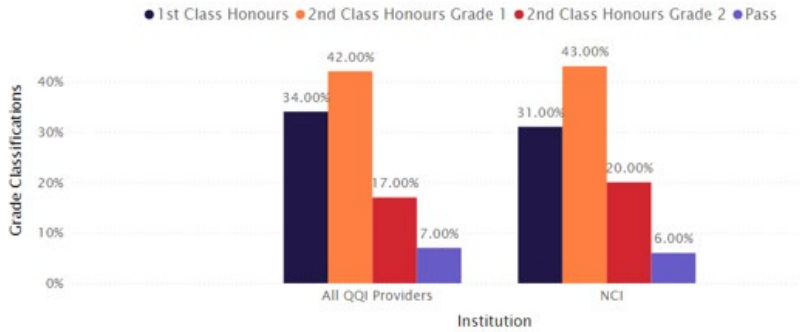


Figure 31- 2018-2023 (YTD January 2024) Grade Classifications (Honours Bachelor's Degrees (Level 8) & Higher Diplomas (Level 8) (NCI Versus All QQI Providers (Source: QQI Reporting)

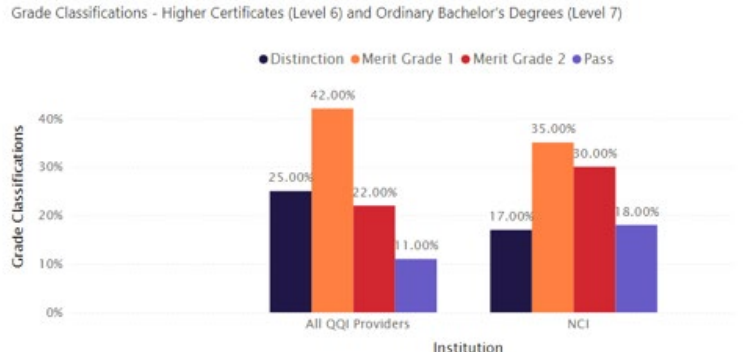


Figure 32 - 2018-2023 (YTD January 2024) Grade Classifications (Higher Certificate (Level 6) & Ordinary Bachelor's Degrees (Level 7) (NCI Versus All QQI Providers (Source: QQI Reporting)

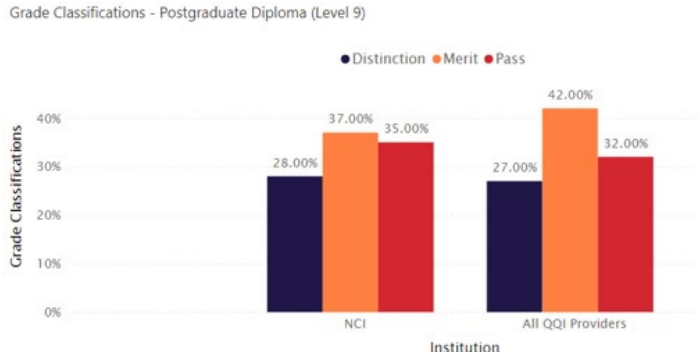


Figure 33 - 2018-2023 (YTD January 2024) Grade Classifications (Postgraduate Diploma (Level 9) (NCI Versus All QQI Providers (Source: QQI Reporting)

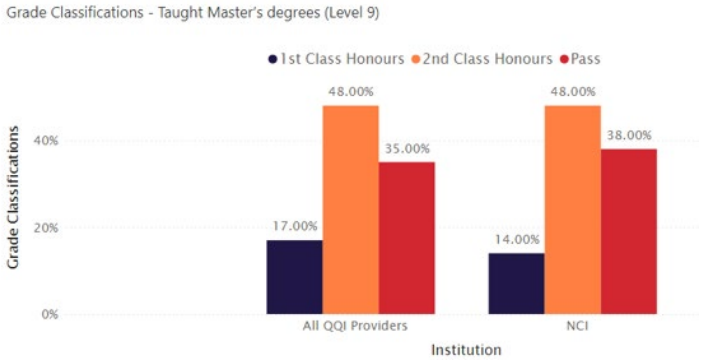


Figure 34 - 2018-2023 (YTD January 2024) Grade Classifications (Taught Master's Degrees) (NCI Versus All QQI Providers (Source: QQI Reporting)

Graduate Destinations

NCI's Career Development & Employability Service team won the AHECS Excellence in Employability award in 2020, 2018, 2016, 2014 and 2013 and the Education Awards "Career Impact Strategy Award" in 2019, along with rankings for 'Best for Jobs' in the annual Sunday Times Good University Guide 2015.

The First Destinations survey is an annual survey that investigates where NCI full time graduates go after finishing their full-time qualification. The survey is conducted nine months after graduation and gives an invaluable insight into employment opportunities for NCI graduates.

95% of Graduates responded to the most recent First Destination Survey compiled in December 2023 (2022 Graduates). The Graduate Outcomes figures (Figure 35 & Figure 36) shows a positive employment rate across NCI Business and Computing graduates:

- 75.2% of Graduates from the School of Business were Employed, 11% were in Further Study, 10.6% were Seeking Employment and 3.2% were Unavailable/ Travelling.
- 85.8% of Graduates from the School of Computing were Employed, 13.5% were Seeking Employment, 0.7% were unavailable and 0.7% were Unavailable/ Travelling.

We can see broad alignment with First Destination returns in the HEA sector, where 2022 graduate employment rates[3] by fields of study were 82.1% employment in Information and Communication Technologies & 78.7% employment in Business, administration & law.



Figure 35 - School of Business Graduate Outcomes



Figure 36 - School of Computing Graduate Outcomes

[3] https://hea.ie/statistics/graduate-outcomes-data-and-reports/graduate-outcomes-all-years-2018-2023/

Work Placements

In NCI we pride ourselves on our strong relationships with industry. Accredited work placements are currently offered across seven programmes and are a great way to facilitate collaboration between employers, students and NCI to benefit all involved.

Before undertaking a placement, students participate in a variety of career classes and events which include career planning, CV reviews, mock interviews and networking sessions, thus ensuring that they are ready to make the transition to the workplace. While there has been some fluctuation overall, the growth in the number of placements can be seen in a linear trend from 2020/2021-2022/2023. There has been a small decrease in the most recent academic session.

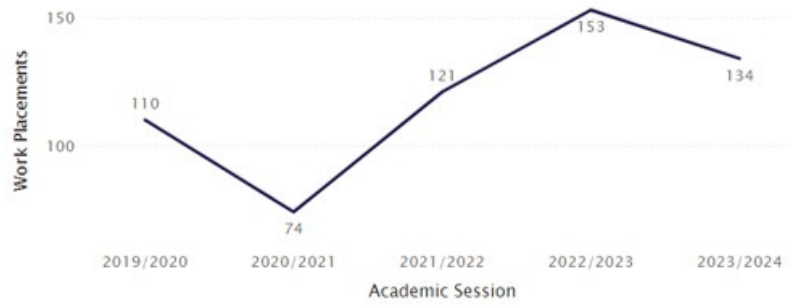
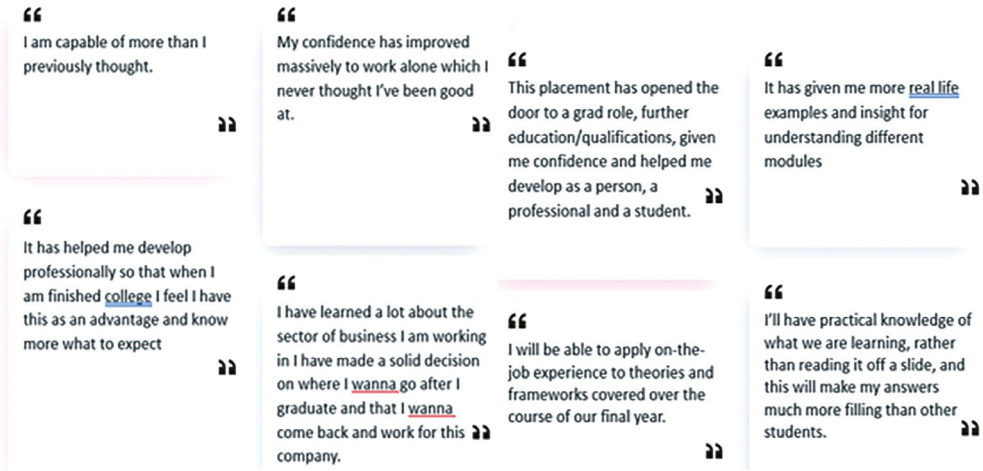


Figure 37 - Work Placements by Academic Session

The feedback from students returning from work placement is very positive, as illustrated in the following graphic;

In their own words...



87% said they were clearer about what they wanted to do in their future education and career.

93% felt it gave them the opportunity to develop their professional network.

98% said it helped them identify skills, strengths and areas for development.

100% said they felt it gave them a competitive edge in the graduate jobs market.

ACCESS & LIFELONG **LEARNING**

NCI is a distinctive higher education institution in the Irish HE landscape. Guided by our mission to "Change Lives Through Education", and underpinned by our core values, NCI will continue to strongly focus on delivering accessible higher education for learners at all stages of their learning journeys.

We seek to make the most of our **physical positioning** in the heartland of Dublin's North Inner City, an area with pockets of economic, social and educational disadvantage which is also home to Ireland's International Financial Services Centre and Silicon Docks multinational companies.

Figure Figure 38 shows NCI's model of distinctive access.



Figure 38 - NCI's Distinctive Access

Programme Flexibility

One of NCI's core values is that we place the learner at the heart of everything we do - our combined energies are focused on their individual and collective, lifelong learning needs. Our commitment to offering flexible delivery modes is a key part of living out this Value in practice.

While full time students (both domestic & international) make up 58.2% of NCI's programmes, NCI offers programmes catering to part-time student needs, recognising that many of our students working or require part time flexibility for other reasons. Figures 40 and 41 show that in 2022-23, 41.8% of NCI enrolments were on a part-time basis, compared to 22.5% across the HEA sector.

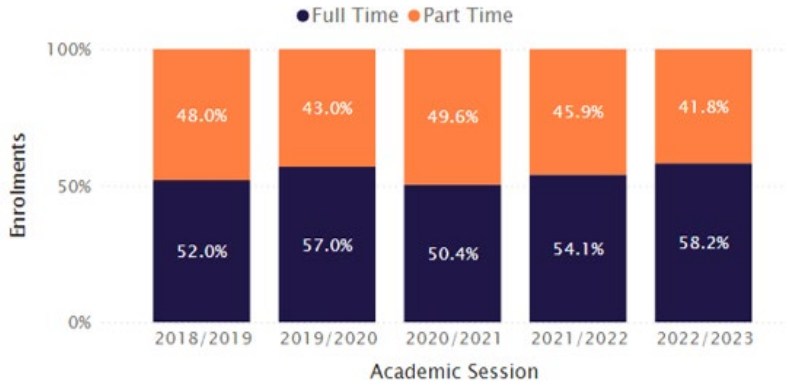


Figure 39: NCI registered students by mode of study by academic session

NCI is well-established in the provision of blended delivery programmes and as a response to Covid-19, we successfully delivered fully online programmes since 2019/2020, in line with QQI's emergency Covid-19 provisions for online learning. We are now reviewing this provision in preparation for compliance with QQI's 2023 Statutory Guidelines for fully Online programmes.

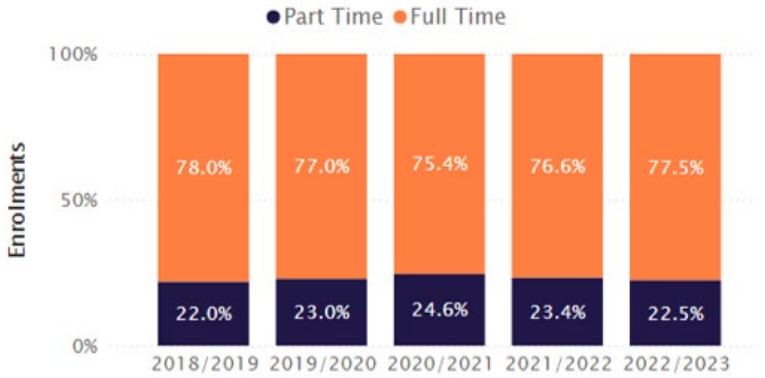


Figure 40 - HEA Enrolments by Academic Session
(Source: https://hea.ie/statistics/data-for-download-and-visualisations/key-facts-figures/)

Accelerated Degrees

NCI prioritises flexible pathways to accommodate individuals' needs for degree level qualifications, but recognising that diverse lifestyles don't always allow for the typical three- or four-year Bachelor's degree duration. NCI's BA (Honours) in Business Management and Ba (Honours) in HR Strategy and Practice are spread across 3 academic stages within 2 calendar years, we offer a streamlined approach to degree completion.

Mature Learners

Mature students "*bring with them a wealth of life experience and diversity of backgrounds. The economy, and Ireland's wider social and cultural development, needs their skills and perspectives*".[4]

Due to NCI's diversified programme offering (part time modes of study and State funded grant schemes) and building on its heritage, NCI benefits from a relatively high proportion of mature students ('second chance learners' & lifelong learning students).

In 2022/23, NCI's over 24 age profile was much higher than the HEA average[5] (HEA; 24+ (5.4%) versus NCI; (55%).

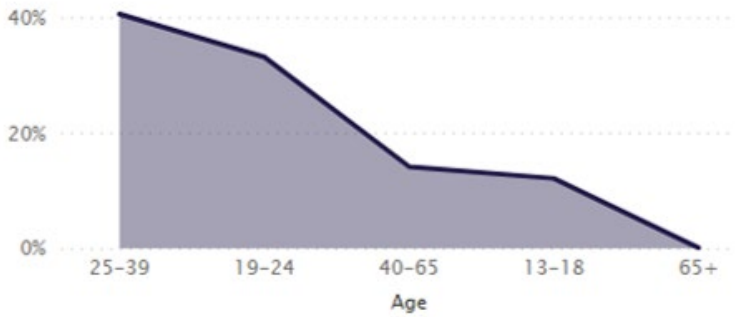


Figure 41 - NCI Learner Age Profile 2022/2023

Scholarships

NCI has scholarships for exceptional students both from NCI and other colleges. We also have discount offers for NCI alumni. A full list of our scholarships available can be found on our website. The Master's Edge Scholarship is the most popular and was introduced during the Covid-19 Pandemic with a 50% discount for full time day Masters and other Postgraduate programmes in 2020, 2021 and 2022. This was reduced to a 25% discount in 2023 and this will continue for 2024/2025.

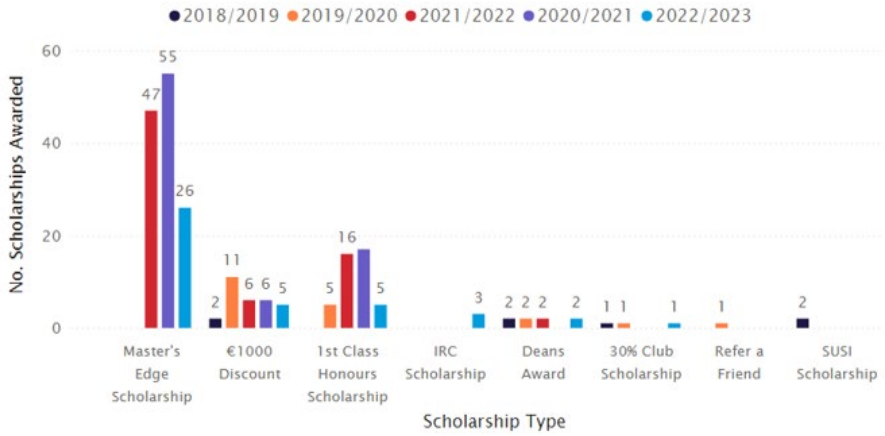


Figure 42 - Scholarships Awarded 2022/2023 Academic Session

[4] https://hea.ie/2021/06/14/study-of-mature-student-participation-in-higher-education/
[5] https://hea.ie/statistics/data-for-download-and-visualisations/key-facts-figures/

Recognition of Prior Experiential Learning

In line with our long-standing tradition of Access to HE, NCI operates a Recognition of Prior Experiential Learning (RPEL) scheme that gives formal recognition to knowledge or experience that has been gained from work, life or previous study. NCI recognises that individuals may have gained knowledge, skills and competencies through these various non-traditional routes but may need support formalising this learning into the portfolio of work required under this scheme. Guidance and Support is provided in the form of RPEL Workshops, Videos & Email supports; with full details available on the NCI website.

Government funded Access/Upskilling Initiatives

Since 2011, NCI learners have benefited from government-funded initiatives such as Springboard, the Human Capital Initiative Pillar 1 (HCI) & Skillnet. Figure 43 shows the amount of funding received each academic session as a % of the total amount of NCI funding to date. The fluctuations in the annual funding allocated to NCI, as a percentage of the total amount received to date, reflect the adaptability of these initiatives to changing national economic conditions, evolving workforce demands, and shifting priorities within the education and training sector.

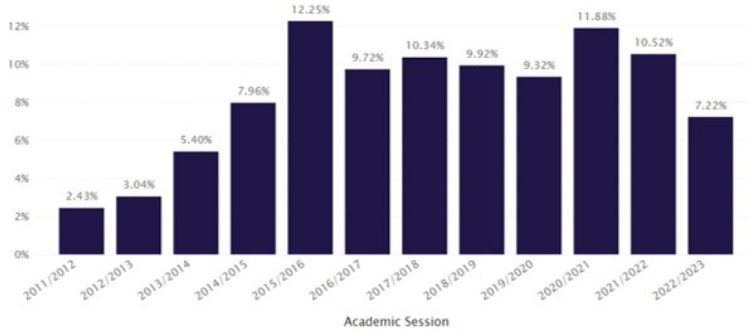


Figure 43 - Government Funded Initiatives 2011-Present (% of Total funded Received by Academic Session)

CAO & QQI Level 5/6 Entry Routes

Agreements with Further Education (FE) Colleges

NCI is proud of its relationships with FE Colleges which provide access routes for a wider range of learners. In 2023/24, 19% of NCI's students that came through the CAO held a QQI Level 5/6 (FETAC) qualification.

One of our most popular CAO programmes is the BA (Hons) Psychology. CAO entry points here can go above 390, which is the maximum points threshold for a QQI Level 5/6 award holder. To ensure that these students are not at a disadvantage, NCI allocates a number of places solely to QQI Level 5/6 (FETAC) applicants who apply through CAO.

NCI has agreements with nine Further Education Colleges for Advanced Entry across six undergraduate programmes. In addition to this, applicants who hold a full award in a Business Level 6 course may be eligible for advanced entry to some School of Business programmes provided they have completed and passed modules in specific subject areas.

CAO Entry through HEAR and DARE schemes

Total CAO Acceptances have increased YoY since 2020. NCI is one of 19 Higher Education Institutions participating in the HEAR & DARE Scheme. DARE is a third level alternative admissions scheme for school-leavers under the age of 23 as of 1st January 2024 whose disabilities have had a negative impact on their second level education while the Higher Education Access Route (HEAR) is an admissions scheme for students from socially disadvantaged backgrounds.

NCI's proportion of CAO acceptances is above the HEA sector norm. According to the HEA statistics HEAR and DARE acceptances makes up typically 4.2% & 6.1% of total acceptances respectively. NCI's proportion of HEAR and DARE acceptances is 8.9% and 11.9%, respectively.

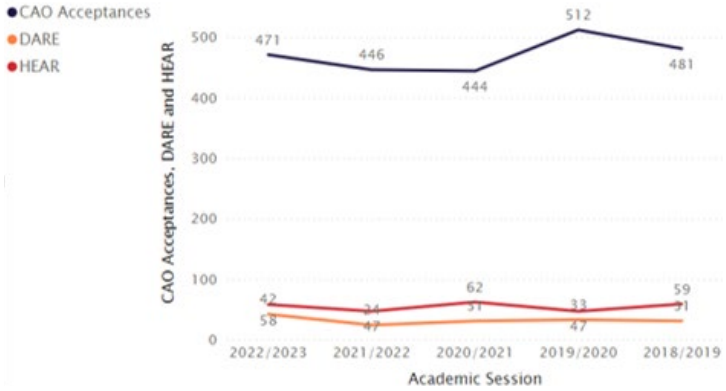


Figure 44 - NCI CAO Acceptances, DARE & HEAR by Academic Session

Programme Partnerships

P-Tech

P-Tech (Pathways in Technology) is an innovative model of education-industry collaboration that was first developed in 2011 in the USA by IBM and local educators. The P-Tech education initiative in Ireland was launched in Dublin's North-East Inner City (NEIC) as a pilot programme in 2018. This initiative is designed to tackle educational disadvantage and to provide secondary students in the area with an enriching educational experience to develop skills, realise their potential as learners and to connect to new learning and career pathways beyond secondary school. The model combines second-level school education with elements of third-level education and work experiences such as mentorship and internships.

Since 2020/2021, NCI has offered a QQI Level 6 Special Purpose Award Certificate in P-Tech and the first graduation for learners took place on the 12th of April 2024. NCI also offers a QQI Level 9 Certificate in Educational Practice for P-Tech (to support second-level teachers delivering the Certificate in P-Tech in local schools).



Apprenticeships

NCI has led the way in the HE sector in relation to apprenticeship provision in International Financial Services and in Recruitment Practice. NCI's Apprenticeship programmes, the Higher Certificate in International Financial Services and the Higher Diploma in Financial Analytics, were among the first new Consortium-led apprenticeships to be validated by QQI in 2016/17. The Bachelor of Arts Honours in Recruitment Practice (Recruitment Executive apprenticeship) was the third programme to join NCI's suite of apprenticeships in 2020.

Department of Social Protection Programme Partnership

In 2016 the government Department of Social Protection (DSP) and NCI partnered to develop accredited educational programmes for department staff. This partnership was extended in 2022 and delivers a total of seven Special Purpose Award educational programmes for departmental staff to enhance their knowledge and skills, linked strongly to their Occupational Roles. One additional programme will begin in September 2024.

Early Childhood Home Visiting Programmes

The Certificate in Leadership, Governance and change Management in Early Childhood Home Visiting and the Certificate in Curriculum and Pedagogical Practice for Early Childhood Home Visiting courses are micro-credential offerings suited to those in the community who are interested in pursuing a Home Visitor role (NCI pro-actively includes former ELI programme parents in the target group for these small courses).

Collaborative European programmes: the MSc in Open Data Practice

Developed and validated under the EC-funded ERASMUS+ TrainRDM[6] project, the new MSc in Open Data Practice, is an innovative European Master's degree to equip learners with skills to excel in a data-driven world. The collaboration with Universitatea Politehnica din București (UPB) and Technische Universität Wien (TU Wien), two leading European institutions in computing, will ensure a diverse and comprehensive European education, preparing NCI graduates for leadership in open data innovation and public accountability.

The programme was shortlisted for the prestigious Technology Ireland Industry Awards 2023 in the category of Outstanding Academic Achievement of the Year by IBEC, Ireland's largest business representative group.

[6] https://rdmtraininghub.eu/

RESEARCH

As part of NCI's (NCI) Strategic Plan 2022-2027, the College has committed to investing in a step change in research and innovation capability, in a manner that is closely connected to our distinctive place in the Irish HE sector. This will enable a positive research environment, leading to original research outputs; attracting and retaining academic staff and enabling productive employer and wider industry relationships.

NCI has a strong profile of community action research particularly through ELI. As part of our Strategic Plan, NCI will continue to engage employers, external partners and community in research and innovation partnerships.

NCI's Research Strategy (2023-2027) goals are set out below;

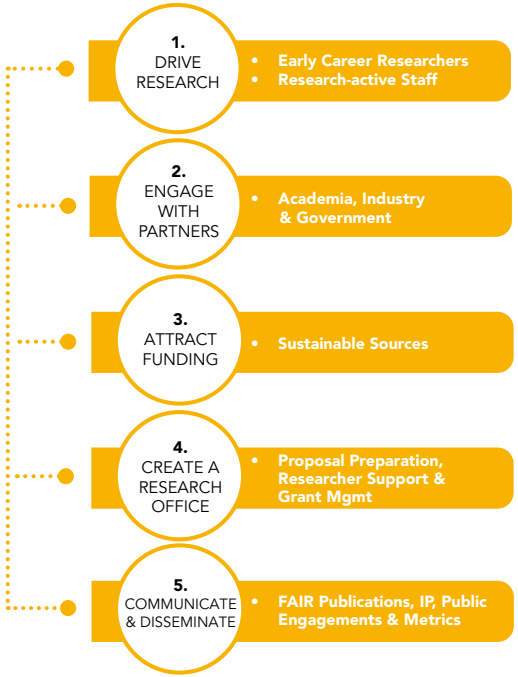


Figure 45 - Research Strategy Goals

To foster innovation, address societal challenges, and contribute to the advancement of Ireland's economy and society, The following research clusters have been identified in NCI's Research Strategy (2023-2027). These clusters will bring together experts from various disciplines to collaborate on research projects that align with our institutional research and sustainability goals and contribute to the achievement of the SDGs.



Figure 46 - Suggested Research Clusters at NCI

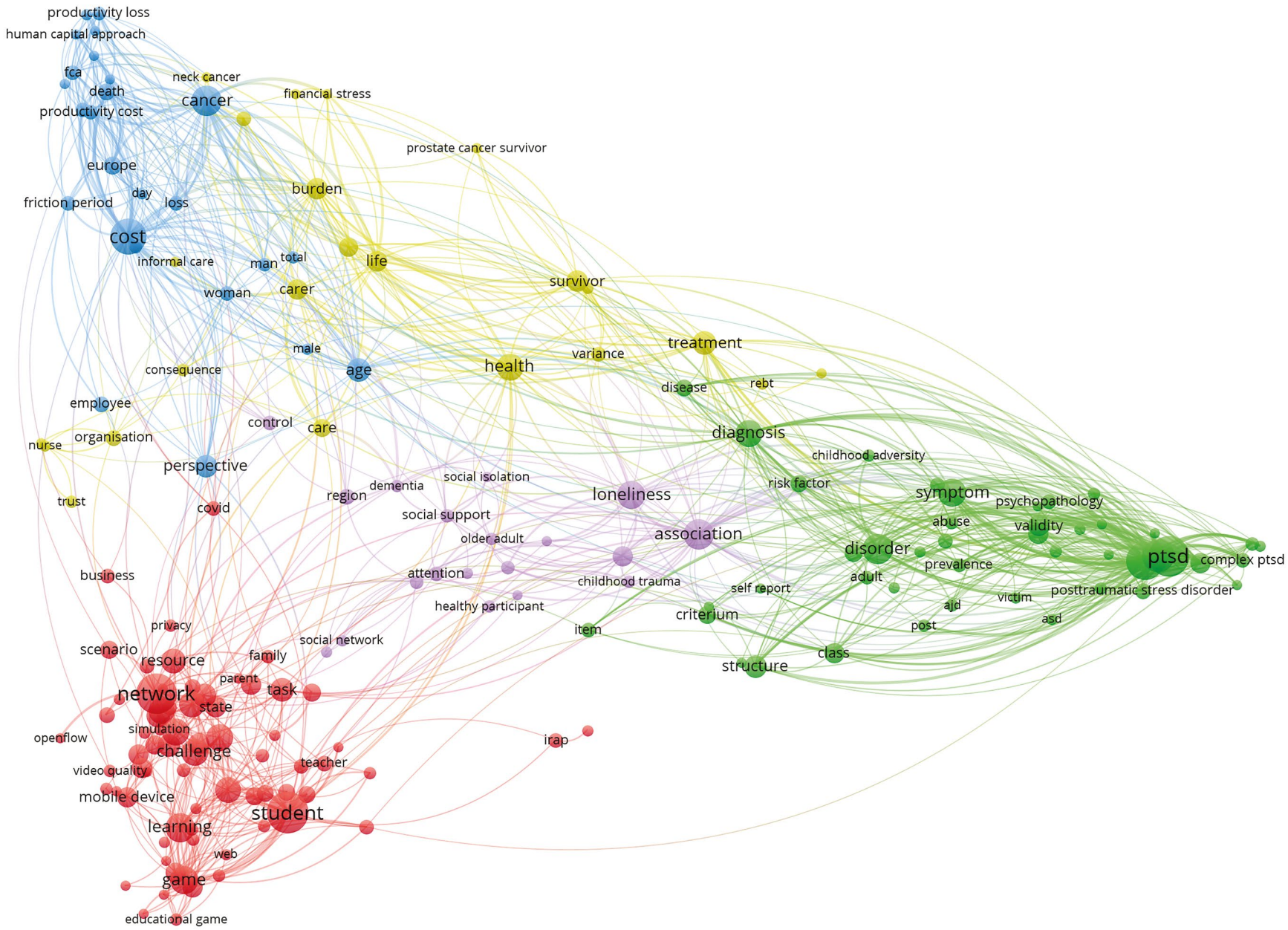


Figure 47 - NCI Research topic visualisation based on 459 Scopus-indexed publications (2012-2022)-Visualisation generated with VOSViewer

Research Activity

From 2018 to today, NCI has participated in international research projects worth €64m of which NCI received €5.9m, across Business, Computing, Education and ELI. Two Cloud Comptency Centre projects, DIGITAL4Business and DIGITAL4Security, represented €40m and €2.5m funded by the EC HADEA[7].

62 research applications (2018-2024)[8] have been processed through the NCI Research Ethics Committee. Across the 2018-2022 period, NCI recorded:

- 292 publications, from 160 Authors,
- 1.71 Field-Weighted Citation Impact
- 4,820 citations
- an average of 16.6 Citations per Publication and 24 H-Index.

In addition to these research outputs, the Early Learning Initiative (ELI) had 143 publications on NCI's Internal eResearch system of Staff and Student research outputs (NORMA). All research over the 5-year review period can be viewed here.

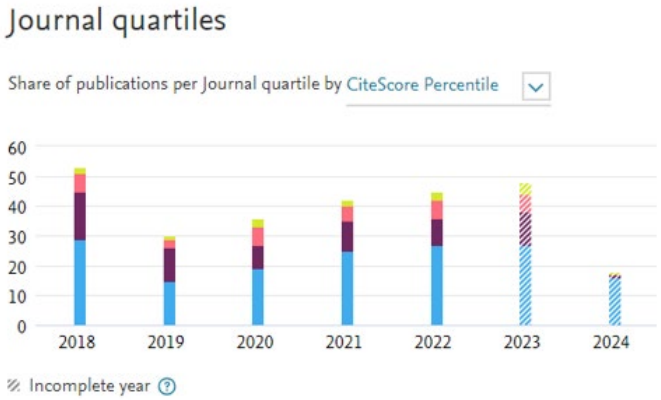


Figure 48 - NCI Research Share of Publications per Journal Quartile (Source:SciVal)

Quartiles	Publications	Publication share (%)
Q1 (top 25%)	158	58.1
Q2 (26% - 50%)	66	24.3
Q3 (51% - 75%)	32	11.8
Q4 (76% - 100%)	16	5.9

Cumulative shares	Publications	Publication share (%)
Q1 to Q2 (top 50%)	224	82.4
Q1 to Q3 (top 75%)	256	94.1

Research Commercialisation

Technology Transfer Office

The NCI Technology Transfer office was set up to assist staff and students in commercialising research, which Enterprise Ireland, and Knowledge Transfer Ireland support under the Technology Transfer Strengthening Initiative. We are part of a technology transfer consortium, the Dublin Regional Innovation Consortium (DRIC), headed up by TU Dublin, IADT, and DIAS.

NCI has a team of academic champions who work with students and staff to develop invention disclosures and advise on the next steps before arranging a meeting with the DRIC licensing Executive.

DRIC: Dublin Regional Innovation Consortium

The consortium members run events and training workshops on intellectual property, commercialisation, licences, and invention disclosure competitions while providing advice and support from licensing executives who work on behalf of the member institutes.

DRIC assisted in commercialising leading-edge research for Dublin Technological University, IADT, Dias and NCI, winning several high-profile technology transfer licences with companies such as SONY, Microsoft and Bausch & Lomb.

Several start-ups were created as a direct result of the assistance from the Consortium and the member institutes.

[7] https://hadea.ec.europa.eu/index_en
[8] Year to Date: data extract of 3rd April 2024

CONNECTED & INCLUSIVE **COLLEGE**

As a connected college, NCI engages in numerous activities to foster connectivity within its community nationally and internationally.

1. *Industry partnerships: NCI collaborates with industry partners to offer work placements, internships, and real-world projects to students, providing them with valuable hands-on experience and networking opportunities.*



10/04/2024 Careers Fair we had 950 students register and 31 employers present. Brian to do this graphic and link to parts of website

2. *Alumni engagement: NCI maintains strong ties with its alumni network, organizing events, workshops, and networking sessions to facilitate ongoing connections and support among graduates.*

Community of over 50,000 alumni

Career service assistance in your career planning 9 month after graduation

Library Membership for NCI Alumni

life-long weekly jobs newsletter and careers resources



Scholarships

Recent graduate are eligible to apply for a number of scholarships and discounts to continue studies, including the Master's Edge Scholarships which offers a 25% discount on course fees.

3. *Industry partnerships: NCI collaborates with industry partners to offer work placements, internships, and real-world projects to students, providing them with valuable hands-on experience and networking opportunities.*

The Early Learning Initiative (ELI), NCI (NCI), was established in 2006 as part of NCI's mission to address educational underachievement in marginalised communities. With the support of our amazing partners, ELI enables vulnerable children to thrive in education, career and life. In 2022-23, 16,433 people across Ireland engaged in ELI's programmes.

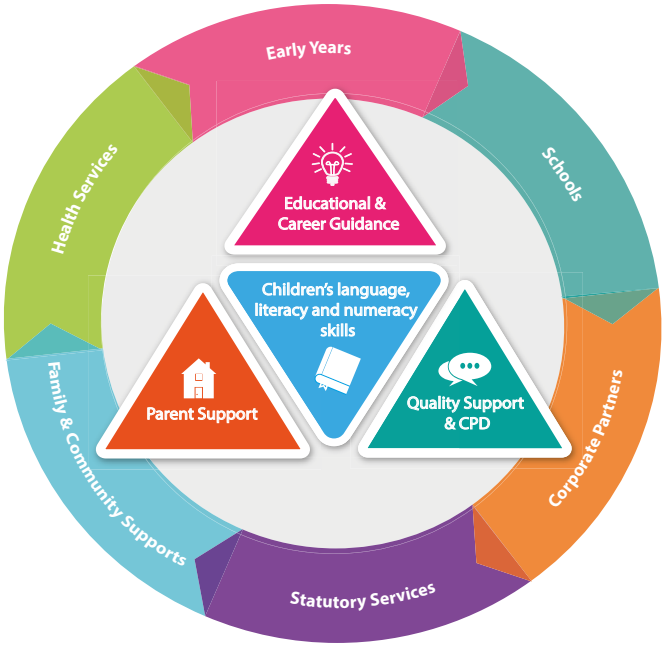


Figure 49 - ELI Mission Vision

16,433 participants engaged

Indicators of Satisfaction (94%, n=2,441

Indicators of Satisfaction (94%, n=2,441)

7,885 parents engaged

165 volunteers engaged

24 corporate partners supporting ELI

13,975 home visits completed

379 interagency meetings attended

NCI's ELI promotes best practice for the education and wellbeing of children and families and the elimination of educational disadvantage in marginalized communities, aligning with our mission.

"There is a lack of educational opportunities for some socio demographic communities, hindering them from entering education. We can only combat this with interventions like ELI. People don't understand structural inequality as they see things through their own barriers" Staff Female

"The world is often only for certain people and it can physically, mentally isolate other people." - ELI Staff Female

The Area Based Childhood (ABC) Programme enables ELI in collaboration with our colleagues in the Department of Children, Equality, Disability, Integration and Youth (DCEDIY); Tusla and local partners address key educational and social issues for children and families in the Dublin Docklands and East Inner City.



Lord Mayor Daithí de Róiste attends ELI's Discover University show case 30th June 2023. Pictured Leon Flynn, Larkin College; Narahee Nglande, Marino College; Professor Gina Quin, President NCI; Lord Mayor of Dublin, Daithí de Róiste; Jodie Byrne, Larkin College; Tyrell Emeordi, Larkin College.

Beginning in 2011 with funding from the National Early Years Access Initiative (NEYAI), the ABC Early Numeracy programme is aimed at improving early year's numeracy and mathematical skills from birth to six years of age. With funding from the ABC Programme, this programme has grown from 16 organisations and 498 children in 2011-12 to 29 organisations and 1,215 children in 2022-2023.

The Area Based Childhood (ABC) Programme enables ELI in collaboration with our colleagues in the Department of Children, Equality, Disability, Integration and Youth (DCEDIY); Tusla and local partners address key educational and social issues for children and families in the Dublin Docklands and East Inner City. The DCEDIY provides the "What Works Learning Together Fund" grant to the Home Visiting.

The DCEDIY "What Works Learning Together Fund" grant to the Home Visiting Alliance was a first step in the development of a national standardised model for early childhood home visiting in Ireland as outlined in First Five. It raised the visibility of the Home Visiting Alliance and early childhood home visiting in Ireland; and built the capacity of the existing home visiting programmes to support vulnerable children and parents to thrive.



Figure 50 - ELI Expenditure 2022-2023

4. *International outreach: NCI engages in international outreach through various initiatives aimed at fostering global partnerships, promoting cross-cultural exchange, and enhancing its global presence*



3 International Collaboration Agreements at Undergraduate Level.

NCI now holds an Erasmus Charter of Higher Education **2021-2027**.

Scholarships for **International Students**.

Peer Mentors.

5. *Professional development programmes: NCI offers a range of professional development programmes, workshops, and seminars to support the continuous learning and career advancement of its students, alumni, and staff.*

ahead
creating inclusive environments in education and employment for people with disabilities

54 Staff Completed Universal Design for Learning (UDL) Digital Badge since it was started in 2021

Athena SWAN GENDER CHARTER

NCI is a proud Athena Swan Bronze Award Holder, the programme which is committed to advancing the careers of women in employment in higher education and research.

Staff Grant Writing Series DRIC – Dublin Regional Innovation Consortium Research Collaboration.
Faculty & Staff are invited to join a series of Staff Grant Writing throughout 2024.

Ibec For Irish Business

NCI is in IBEC's Top 100 Companies Leading in Wellbeing

Autism Friendly AsIAm Accredited HEI

On 21st April 2021, NCI became only the second HEI in Ireland to be designated an Autism Friendly HEI by AsIAm.



Aurora Programme
Aurora is Advance HE's leadership development initiative for women

Restorative Practice Training: Funded by the Northeast Inner City Collation (NEIC), Restorative Practice is an approach to building and maintaining interpersonal relationships, resolving conflict and repairing damaged relationships.

6. *Entrepreneurship and innovation support: NCI provides resources, mentorship, and support for aspiring entrepreneurs and startups, fostering a culture of innovation and entrepreneurship within its community.*

Ideathon 2024
Students were mentored by School of Computing faculty to identify creative ideas, develop a business case and investigate technical feasibility for these ideas.



Dragons Den" 2024
The School of Business recently held an investment-style 'Dragons' Den' event, where Final Year BA (Hons) Accounting and Finance students showcased their innovative business ideas.



Marketing Practice students showcase 2024
Final year Marketing Practice (NC020) students showcasing their ecommerce startup businesses.



EQUALITY, DIVERSITY AND INCLUSION (EDI) **AT NCI**

NCI values the enrichment that comes from a diverse community of students and staff and is committed to preventing opportunity for discrimination in the access, experience, progression and achievement of all students and staff through developing and implementing fair and transparent policies and practices. The promotion of equality and respect of all human rights is integral to the overall purpose of NCI. We commit to working together as educators, researchers, support, professional and technical staff along with our students in a diverse and educational community.

Athena Swan

NCI received an Athena Swan Bronze institutional award in April 2020, and pledged our commitment to the new Athena Swan Ireland Charter in December 2021. An application for renewal of this bronze award has been submitted in May 2024.

Ending Sexual Violence and Harassment

NCI launched NCI Framework for Ending Sexual Violence and Harassment March 8th, 2022. Overseen by the Ending Sexual Violence and Harassment. Working Group chaired by the EDI Manager, with representation from the Registrar, VP for EDI, and Dean of SoC, as well as student services and the SU.

NCI Joined Speak Out in April 2023, which is an online anonymous reporting tool to disclose incidents of bullying, cyberbullying, harassment, coercive behaviour, stalking, assault, sexual harassment, sexual assault and rape.

Autism Friendly HEI

In 2021, NCI became only the second HEI to receive AsIAm designation as an Autism Friendly HEI. In March 2023, an overview of the NCI's Autism Friendly Initiative was provided to AsIAm and we continue to work on the implementation of the Autism Action Plan.

NCI developed a dedicated sensory room (opened in July 2021), which provides a safe and quiet space for autistic students and staff to self-regulate and de-stress when feeling overwhelmed.

Age-Friendly Campus

The College attained Age-Friendly Campus status, promoting intergenerational engagement to challenge stereotypes and combat ageism. The Age Friendly University Global Network was established in Ireland by DCU in 2012. NCI participated in several events and has been a member of the Age Friendly University (AFU) Global Network since. In August 2022 NCI formally adopted the principles and established a working group to develop specific actions in relation to age friendly initiatives.

In 2023, NCI received an Investors in Diversity Bronze award, from the Irish Centre for Diversity and the IBEC KeepWell Mark in recognition of its staff wellbeing HR programmes.

Investors in Diversity BRONZE

Accredited in Workplace Wellbeing

The College signed the HEA Principles of Anti-Racism for HEIs in June 2023.



NCI started providing free period products (**Brigit's Baskets**) to all staff and students in Feb 2022.



NCI President Gina Quin, NCISU President Conor O'Reilly, Joyce Lloyd (Facilities), Brian Kehoe (Graphic Design), Deirdre McCarthy (EDI Manager), Dave O'Brien (Facilities) Deirdre Giblin (Director of Development & External Engagement) at the launch of Brigit's Basket

The Parenting Suite (nursing facility) was completed and available for use from 2020.

Gender Pay Gap

NCI's first gender pay gap report was completed and published in December 2022, as required by the **Gender Pay Gap Information Act 2021**. A second report was published in 2023. These will be developed and published each year in December and are available on NCI's EDI webpage. Staff information sessions were held each year, with SMT and all staff.

NCI's gender pay picture is complex due to the nature of NCI's staff profile and our relatively large component of female staff working in the Early Learning Initiative (ELI).Full details outlined in the NCI's gender pay gap report.

The NCI Equality and Culture survey has been conducted every year since 2019. The survey focuses on gathering important data on the experiences of our staff on a range of measures including College culture, staff training and progression and understanding and/or awareness of policies and initiatives.

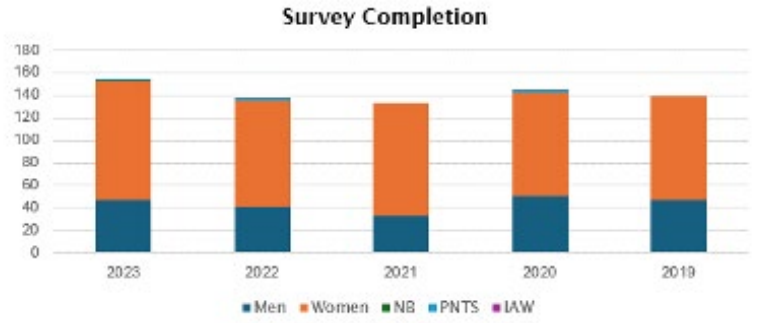


Figure 51 - NCI Equality and Culture Survey Results 2019
*NB: Non Binary PNTS: prefer not to say IAW: In another way

Year	Number of respondents	Response rate	% of women respondents
2023	155	39%	68%
2022	138	36%	69%
2021	133	42%	75%
2020	145	38%	64%
2019	139	37%	66%

Sustainability



NCI has put sustainability at the very heart of its 2022-27 Strategic Plan. We aim to become one of the most sustainable third level institutions in the country and will align our teaching, research and campus to ensure sustainable practice across everything we do.

Our commitments acknowledge the balance that to be truly sustainable we must be environmentally, economically and socially sustainable. NCI's Sustainability Strategy 2024-2029 is to be launched in 2024.

NCI is already making progress in respect of climate action and SDG 13, reducing its emissions over recent years. The Schools of Business and Computing, the Centre for Education and Lifelong Learning (CELL) and the Early Learning Initiative (ELI) have all been addressing the UN SDGs in their own areas. This sustainability strategy seeks to build on the great work already done and is the next step on our sustainability journey.

Education for Sustainable Development

Our commitment to embedding sustainability across our portfolio of programmes at NCI is a response to the demand from our students to learn more about how they can have a positive impact in the world. One of our objectives under the NCI Strategic Plan 2022-2027 is "to develop successful graduates that have a lifelong love of learning, who are valued contributors to the workforce and society, and who are committed to sustainability."

NCI offers a Microcredential **Certificate in Sustainable Business Leadership.** We currently have seven modules, across 19 programmes, with "Sustainable" or "Sustainability" in the module titles. This adds up to 37 associated learning outcomes addressing sustainability.

Sustainability and NCI Research

By aligning our research with the Sustainable Goals (SDGs), we can make a tangible difference and contribute to a sustainable and equitable future. NCI's Research Impact in these SDG's relative to Ireland & World research can be seen in Figure 43. NCI surpasses Ireland & World in SDG Goal 4: Quality Education, SDG Goal 5 Gender Equality, SDG Goal 8: Decent Work and Economic Growth & SDG Goal 16: Peace, Justice & Strong Institutions. NCI is hitting the average for Ireland and surpassing the world average in SDG 11: Sustainable Cities and Communities.

Among other initiatives, NCI's Schools are pushing forward with international research collaboration projects on sustainability issues; examples include the Cloud Competency Centre's Code4Europe[9] project and the EU-funded Digital4Sustainibility[10] project, a multi-million investment in research and training for digital, sustainable industry.

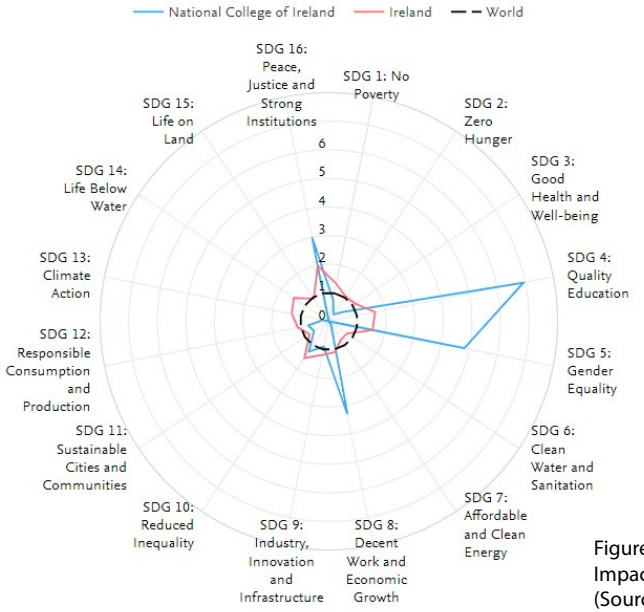


Figure 52 - NCI Research Impact by SDG Goals (Source : SciVal)

Governance and Delivery Structure

The NCI Sustainability Steering Group (SSG) is developing our key actions and overseeing the strategic direction of sustainability at NCI. However, at NCI, we believe that sustainability must be something that runs through all our operations.

[9] See: Code4Europe Erasmus+ Ka229 Project | Facebook [10] See: digital4sustainability.eu

Greening of NCI - A snapshot of how we operate the campus buildings and enhance our green credentials.

Bakehouse
The Bakehouse (Catering Supplier) only use Biodegradable and compostable takeaway meal containers.



NCI Building Management System (BMS)
The building management system is used by facilities to manage and use plantsl containers.



NCI Bees
NCI have two resident bee hives on the NCI Mayor Square Campus, supplying honey for College guests



Recycling depots
Recycling bins are on each floor, segregating dry recycling and compost. Battery collection points are available in print rooms.



Keep Cups
New staff are supplied with their cups instead of disposables. Our disposable cups and lids are both compostable and biodegradable.



NCI buildings are supplied with 100% electricity purchased from Lacken Wind Farm in Co Sligo.



Tree Nation
At Spring Graduation all our graduates joined the NCI forest with the gift by the College of a tree planting, through the Tree-Nation platform, to every graduate. This year we selected a project in Bore, Kenya that also supports community education and gender equality. All the trees planted are indigenous, inhibit land erosion, provide food both for people and for animals, and are part of a sustainable development. You can read more about Tree-Nation here.

tree-nation

Sustainability and the Early Learning Initiative (ELI)

While the scale and scope of the global goals is unprecedented, together through ELI, we are upholding our basic responsibilities to people and planet, but also setting the stage for long-term success through prevention and early intervention programmes that consider a quality education the foundation to improving people's lives and sustainable development.

Recognising that the SDGs are integrated, interdependent and indivisible, the following figure illustrates our SDG priorities. We acknowledge that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, address climate change and spur economic growth.



Figure 53 - ELI SDG Priorities

FINANCIAL **SUMMARY**

NCI is a company limited by guarantee, partially funded via a core grant through the Higher Education Authority (HEA, receiving tuition fees for undergraduate full-time learners under the free-fees scheme. All other funding comes from self-funded or employer-funded learner fees, labour market initiatives funded by the HEA/other Government agency, and from commercial income.

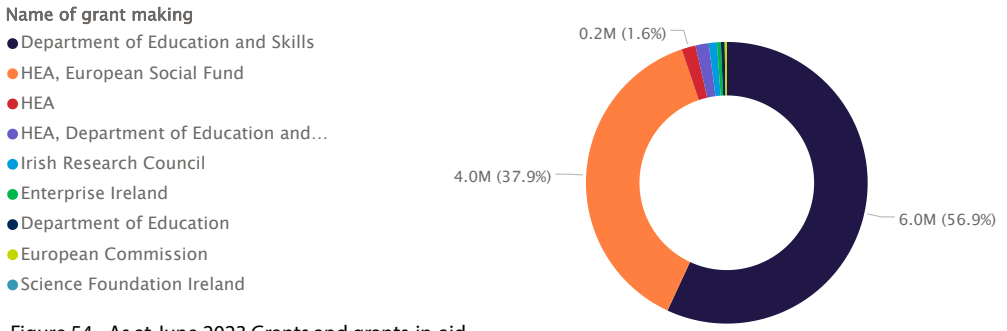


Figure 54 - As at June 2023 Grants and grants-in-aid

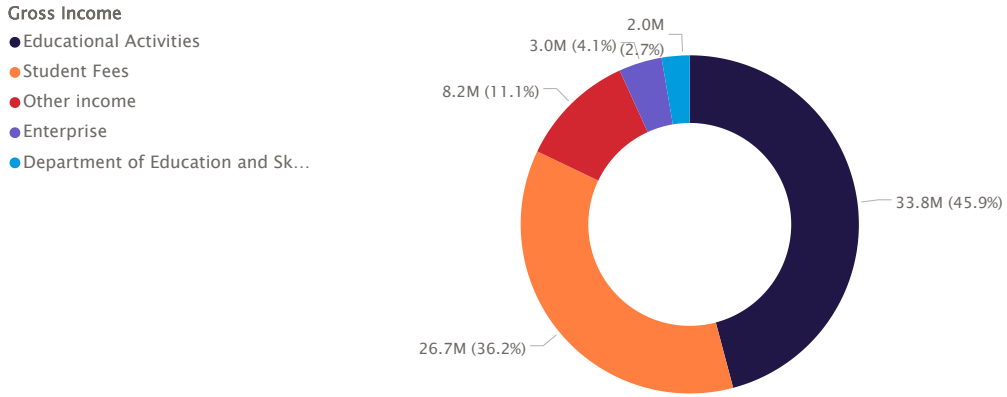


Figure 55 - As at June 2023 - Gross Income

National College of Ireland

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