

09 Information Governance and Compliance

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VERSION CONTROL

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<ul style="list-style-type: none"> • V1.1 June 2026 Reformatted into review template. Sections 9.5, 9.6, 9.8 and 9.9 superseded by published Data Protection suite; content removed from body, pointers retained • V1.0 2018 Original, as published in the 2018 QA Handbook. 			

9. Policy on information systems & Governance

National College of Ireland (NCI) is committed to having information systems that support teaching and learning, the implementation of quality assurance policies and procedures, and effective and efficient decision making. Information systems are selected and implemented in consultation with the wider user community using the NCI’s procurement process, a project management approach and are required to adhere to the principles of privacy by default and accessibility by design.

NCI’s information systems are centrally procured and managed by the IT department. Enterprise systems are procured on the basis that they are supported by a reputable vendor with sufficient support available to NCI. Where systems are cloud based, data must be held in the EU and the vendor must engage with NCI’s data protection and information security policies

This overarching policy statement is supported by key individual policies as outlined below.

9.1. DATA

In order to maintain good governance of data, data will be held only once where feasible. Procedures are in place to share common data effectively and efficiently across systems. Procedures are in place to ensure that data is recorded accurately and to assure the security of that data. Figure 9.1 below is a graphic representation of the relationship between systems. The green-coded systems are those that are ‘origin’ or ‘single source of truth’ systems for course, module, staff and student biographical and curriculum data. Data originating from these must be updated/corrected at source.

Table 9-1: Table of Critical Information Systems

System	Area of Management
Core HR	Staff and External Examiners
Akari Document	Programme and module validation
QuercusPlus	Student Record System (Admissions, Records, Assessment, Awards)
Microsoft Dynamics	Students – Disability Support; Work placement; Careers services; Application for extenuating circumstance; applications for feedback
	External Stakeholder records
Moodle	Learning management system
Platform Avenue	Portfolio management

CAPITA	Library management system
Pharos	Print management system
CCure	Student Badge – Access Control
Syllabus Plus	Timetabling
TDS	Attendance Monitoring
Office 365	Credential authorisation
Evasys Survey	Learner and other stakeholder feedback

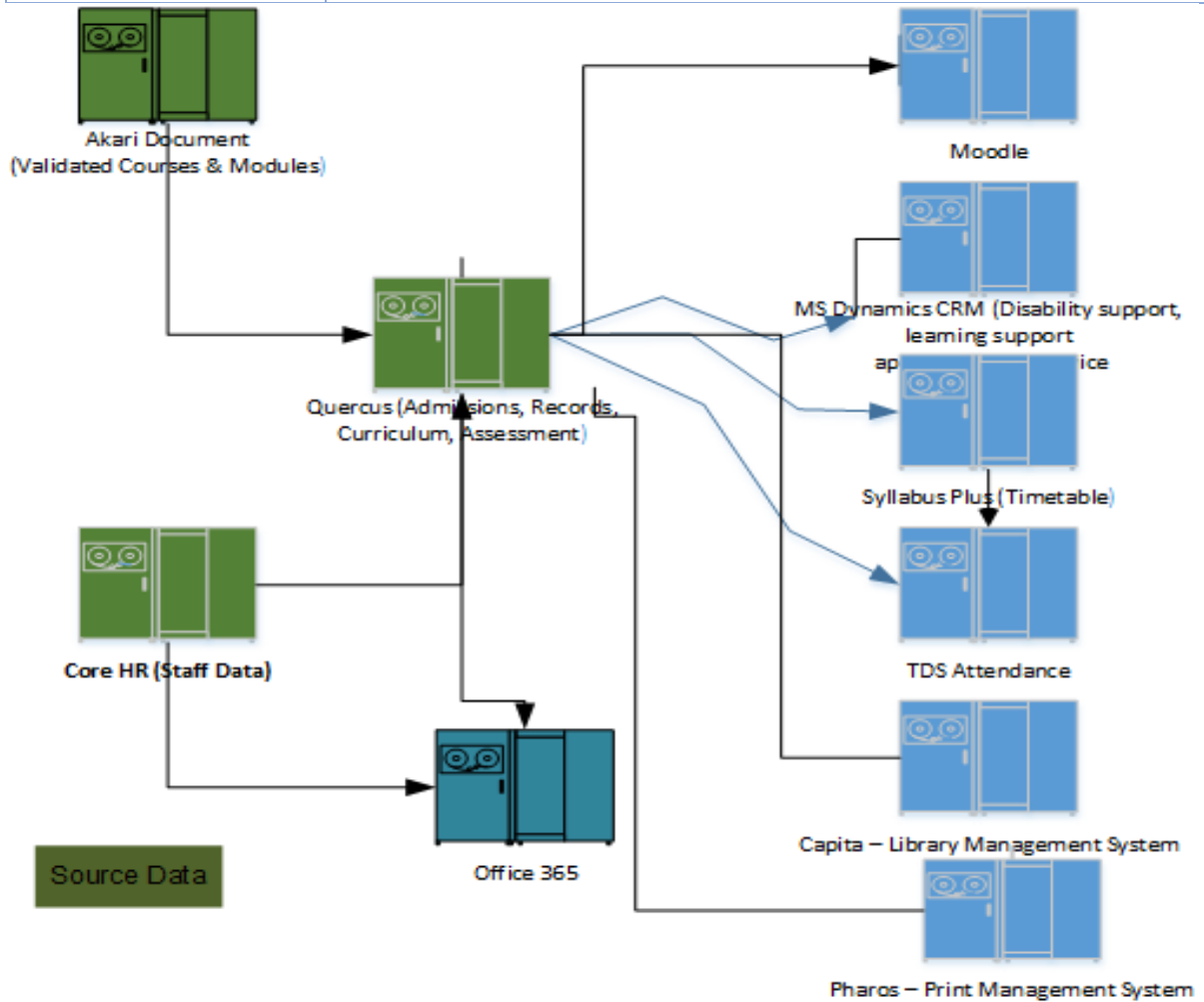


Figure 1: Information System Relationships

9.2. TRAINING

Staff will be trained on information systems prior to their use. This training may be delivered face-to-face, through the distribution of user manuals or by blended or online learning. Procedures are in place for this training to be monitored via the staff induction and probationary period.

9.3. KEY PERFORMANCE INDICATORS

As part of its internal and external reporting mechanisms, NCI uses a number of indicators as measures or as proxy measures for performance of learners, programmes and the institution. In creating these indicators, NCI has paid regard to national and international definitions for the calculation of measures, such as the Higher Education Authority (HEA), Quality and Qualifications Ireland (QQI), U-Multirank and Australian Tertiary Education Quality and Standards Agency (TEQSA).

Indicators may be presented at institutional, School, programme or modular level. These indicators are used to highlight areas of good practice and also areas of risk. Indicators relating to programmes, students, and graduates are coded in alignment with the guidance provided by the HEA for its annual statistical returns. Indicators relating to staff and knowledge transfer are aligned to the measures published by HEA in its *Higher Education System Performance, Institutional and Sectoral Profiles* series.

Reports based on these indicators are considered at academic and executive governance committees and provided where relevant and programme level to programme committees.

NCI's Key Performance Indicators are included in Appendix 1.

9.4. RECORDS MANAGEMENT POLICY

National College of Ireland (NCI) is committed to achieving compliance with best practice and recognised international standards with regard to record keeping and records management. The aim of National College of Ireland's records management procedures is the creation and maintenance of full and accurate records, reflecting the functions and activities of National College of Ireland.

9.4.1 Purpose

The purpose of this policy is to provide a clear statement of NCI's commitment to effective records management as part of its overall efforts to ensure good governance, efficiency, accountability and compliance. It is also intended to set out the overall records management strategy by identifying some of the major elements of NCI's records management programme and mandating the development and implementation of these and other elements.

The policy also recommends the establishment of suitable structures within NCI in order to facilitate the successful implementation of the records management programme; identifies the roles and responsibilities of NCI staff and management with regard to records management; and ensures the preservation of records of permanent value and

establish archival criteria to maintain continued access to appropriate historical records.

9.4.2 Scope

All information created or received by NCI staff (including faculty and support staff, permanent and non-permanent), contractors, consultants and other agents in the course of their duties on behalf of NCI, preserved in the form of records, is covered by this policy statement. For the purpose of this policy, the definition of ‘record’ in ISO 15489 applies, “information created, received, and maintained as evidence and information by an organisation or person, in pursuance of legal obligations or in the transaction of business”.

This policy applies to all NCI records, regardless of format or location. For the purpose of this policy, locations as defined in the Freedom of Information Act 2014 will apply:

- (a) a book or other written or printed material in any form (including in any electronic device or in machine readable form);
- (b) a map, plan or drawing;
- (c) a disc, tape or other mechanical or electronic device in which data other than visual images are embodied so as to be capable, with or without the aid of some other mechanical or electronic equipment, of being reproduced from the disc, tape or other device;
- (d) a film, disc, tape or other mechanical or electronic device in which visual images are embodied so as to be capable, with or without the aid of some other mechanical or electronic equipment, of being reproduced from the film, disc, tape or other device, and
- (e) a copy or part of any thing which falls within paragraph (a), (b), (c) or (d).

This statement is applicable to all parts of the NCI organisation and includes all departments, offices, units, and areas of work which form part of the organisation’s structure. It does not apply to non-records, which are defined as those used and kept for reference only, or personal documents which were not created or received in the transaction of NCI business.

Examples of non-records include: unsolicited advertising/promotional material; product brochures/catalogues; unsolicited emails; trade publications by companies or public bodies; personal emails (not relating to NCI activities). See the Records Management Procedural Manual for further details and guidance.

9.4.3 Ownership of records

All records created in the course of its official business constitute the official records of NCI. All records, irrespective of format (i.e. both textual and electronic) created or

received by NCI staff or agents carrying out activities related to the business of NCI, are the property of NCI and subject to its overall control. Employees leaving NCI or changing positions with the organisation must leave all records available for their successors.

9.4.4 Structures and Responsibilities

The Director of Quality Assurance & Statistical Services (DQASS) will have overall responsibility for coordinating the implementation of this Records Management Policy.

The DQASS will convene a Records Management Group (RMG) in order to ensure that this policy and all associated procedures and guidelines are disseminated and implemented throughout NCI. The role of the RMG is to:

- Develop and approve policy for the creation, management and disposition of records
- Agree procedures for the creation, management and disposition of records
- Ensure that appropriate resources exist to support the policy and procedures and that all staff members are aware of the policy and comply with it.

Specific duties of the RMG include:

- Ensuring that appropriate structures are in place to facilitate the successful implementation of the Records Management Policy and all associated guidelines and procedures; this may involve, where necessary, delegating specific tasks or responsibilities to relevant managers or staff members.
- Ensuring that appropriate resources are allocated in order to achieve successful implementation of and compliance with the Records Management Policy and all associated guidelines and procedures.
- Establishing procedures for facilitating awareness of records management amongst staff.
- Establishing procedures to ensure ongoing review and updating of the Records Management Policy in order to ensure continuing compliance with legislative and regulatory requirements.

Membership of the RMG will be occasionally reviewed.

9.4.5 Systems and Responsibility

NCI is committed to the use of trustworthy record-keeping systems and procedures which ensure the integrity and authenticity of records captured, maintained and retrieved. Such systems and procedures aim to:

1. ensure that adequate records of business activities are being created and maintained, and that these records are authentic and reliable;
2. ensure that appropriate access controls are in place to safeguard confidential or sensitive records;
3. enable records to be arranged effectively to facilitate efficient retrieval;

4. ensure that records required for legal, administrative and fiscal purposes are retained for as long as they are needed;
5. ensure that records no longer required are destroyed according to the agreed retention policy;
6. identify and protect vital records essential for the operations of NCI;
7. ensure that adequate storage is provided for the records in a safe and secure environment.

Record-keeping systems will be designed and implemented in the overall context of NCI's ICT strategies and policies. The implementation of the Records Management Policy will be facilitated by the development of a set of detailed procedures and guidelines which will be put into operation by National College of Ireland. These will include:

- **Staff Records Management Manual**, with detailed instructions and procedures for the naming, saving, maintenance and overall control of records within the organisation.
- **Records Classification Scheme**, to aid the consistent classification and registration of records within NCI, and the efficient retrieval of records by authorised officers of the NCI.
- **Records Retention Schedule**, to identify suitable retention periods for all records generated in the course of the business activities of NCI, to ensure compliance with legal minimum retention requirements, and to ensure the disposal of records in a controlled and managed manner.
- Such other procedures, guidelines or policies as NCI considers appropriate in the context of implementing effective records management within the organisation.

9.4.6 Responsibilities

It is the responsibility of the Governing Body and the senior executives to endorse records management policies and strategies and to ensure that the necessary management support is in place in order to facilitate implementation.

Each Head of School/Function/Department is required to ensure that the appropriate structures and resources are in place at the local level in order to ensure awareness of and compliance with this policy and the various procedures and guidelines that stem from it. Each School/Function/Department will have a Designated Records Officer, with responsibility for implementing this policy and the various procedures and guidelines within their respective team, and for providing feedback and comments as part of the review and ongoing monitoring process.

All staff, at every level, have a responsibility to observe and implement records management procedures, according to NCI policies and guidelines. This includes a requirement to be aware of and familiar with this policy and all associated procedures and guidelines. NCI recognises that the responsibility for the success of the records management programme is dependent on the commitment of all staff, including senior management and all permanent, temporary, part-time and contract staff.

9.5. DATA PROTECTION POLICY

Superseded by the [Data Protection Policy](#) and its supporting documents ([Data Protection by Design and Default Policy](#), [Data Protection Impact Assessment Threshold Policy](#), [Data Subject Rights Procedure](#), and [Guidance on Third Party Requests for Personal Data](#)). This section no longer applies.

9.6. PERSONAL DATA BREACH HANDLING

Superseded by the [Personal Data Breach Handling Procedure](#) and the [Data Breach Incident Procedure](#). This section no longer applies.

9.7. APPENDIX 9-1: NCI KEY PERFORMANCE INDICATORS

As part of its internal and external benchmarking and reporting mechanisms, NCI uses a number of indicators as measures or as proxy measures for performance of learners, programmes or of the institution. In creating these indicators, NCI has paid regard to national¹ and international definitions for the calculation of measures. Indicators may be presented at institutional, School, programme or modular level. These indicators are used to highlight areas of good practice and also areas of risk.

Indicators relating to programmes, students, and graduates are coded in alignment with the guidance provided by the HEA for its annual statistical returns².

Indicators relating to staff and knowledge transfer are aligned to the measures published by HEA in its *Higher Education System Performance, Institutional and Sectoral Profiles* series

9.7.1 Admission & Registration KPIs

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Applications	<ul style="list-style-type: none"> Attractiveness of a programme and/or NCI Effectiveness of 2nd level school liaison strategy Effectiveness of FE articulation strategy Effectiveness of Domestic Postgraduate Strategy Effectiveness of International 	Number of applications to NCI programmes – direct and to CAO CAO primary indicator is number of 1 st preferences to level 8 programmes	Quercus CAO application data

¹ Higher Education Authority,;
<https://www.umultirank.org/about/methodology/indicators/>;
<https://www.teqsa.gov.au/latest-news/publications/risk-assessment-framework>

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
	Marketing strategy		
No Offers	<ul style="list-style-type: none"> Effectiveness of programme information Appropriateness and communication of entry requirements 	No offers made to applicants. Status of application is AOC, AO	Quercus
No. Converted Applications	<ul style="list-style-type: none"> Effectiveness of programme information Efficiency of admissions process Marketing & Recruitment Strategy (Domestic & International) 	Number of offers that have been accepted; status of application is APA	Quercus
No. students registered	<ul style="list-style-type: none"> Comms. Strategy at different stages of application process Early indicator of students in financial difficulty Early indicator of student withdrawal 	Number of students registered at official census dates. Status 'R' 1 November; 1 st March Limitations: These census dates preclude programmes that commence and complete between 1 March and 1 st November.	Quercus/HEA return
No. students registered as a percentage of those eligible		$x = \frac{\text{No of Students at status 'R'}}{\text{No of students at status (P + R + PCAO)}}$	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
to register			
No. withdrawals before the November census dates or March census dates	<ul style="list-style-type: none"> • Early indicator of course not suitable to student • Effectiveness of Student Orientation Programme • Quality of Programme Information • Suitability of Entry Requirements • Consistency between Programme Information and Programme Structure and/or Module Content 	<p>In year withdrawal rate is defined as</p> $X = \frac{\text{No of Students at status 'RW'}}{\text{No of students at status 'R'}}$ <p>where date of withdrawal is < 1-NOV-YYYY</p>	Quercus
Reasons for withdrawal	<ul style="list-style-type: none"> • Challenges facing students and required support services • Visibility and/or Availability of Student Support Services • Retention rates for different cohorts, i.e. full-time, part-time, under/postgraduate, professional development, domestic/international, etc. 	Reasons for withdrawal are provided by students when they formally withdraw.	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
No. students transferring from a programme	<ul style="list-style-type: none"> Appeal of course being transferred from/to Quality of programme information within the School Consistency between programme information and programme structure and/or module content 	$x = \frac{\text{No of Students at status 'TRANSFER'}}$	Quercus
No. students transferring into a programme	<ul style="list-style-type: none"> USPs of different programmes within the School 	$x = \frac{\text{No of Students at status 'R' with a student code}}{\text{No of students at status (R)}}$	Quercus

9.7.2 Learning, Teaching & Assessment KPIs

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Disciplinary mix	<ul style="list-style-type: none"> Reliance on a subject and/or programme 	No of programmes by ISCED code No of students by ISCED code	Quercus
No. & percentage of students	<ul style="list-style-type: none"> Student attainment v. 	$x = \frac{\text{No of Students at status 'R' with a student code}}{\text{No of students at status 'R' with student code}}$	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
progression to the next stage of the programme	<ul style="list-style-type: none"> • MIPLOS • Parity between MIPLOS and MIMLOS • Quality of Teaching and Learning Modes • Effectiveness of Assessment Strategy • Suitable Workload • Student Engagement (Academic) 	<p>In calculating the progression of a cohort of learners, it is important that the initial cohort is isolated. To calculate the progression from stage 1 to stage 2, new entrants can be isolated by using the student code from the student head record – <i>NE</i> – <i>new entrant</i>. When these students progress to the next stage of their programme, this value changes to <i>'RE'</i> – <i>re-enrol</i>.</p> <p>If stage 2 allows transfers from other programme or colleges, these students are discounted from the total number enrolled as to include them could mask a non-progression rate from stage 1.</p> <p>Progression in subsequent stages is calculated on the basis of the number of students with a student code of RE in academic year as a percentage of those with a student code of RE+ NE+ RP (repeat) + TI (transfer in) in the following academic year. This allows for those that join a cohort to be included in the progression rates of the stage.</p> $x = \frac{\text{No of Students at status 'R' with a student code of RE+RP+NE+TI}}{\text{No of students at status 'R' with student code of 'RE' in Academic Year}}$	
No. & percentage of students		$x = \frac{\text{No of Students at status 'R' with a student code of RE+RP+NE+TI}}{\text{No of students at status 'R'}}$	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
repeating on a programme		<p><i>Limitations: This formula is currently problematic as students who commence a programme in January and are re-enrolled in September are tagged with an RP student code. This can be mitigated if students are transferred rather than rolled</i></p>	
Overall progression/non-progression		<p>Non progression of 1st year students is defined by the HEA is those students who do not return as a Re-enrolled (RE), transfer (TI), or Repeat (RP) student in stage 1 or 2 of any programme. This data is held in the studenthea record, 'student code'</p> $x = \frac{\text{No of Students at status 'R' in Stage 1 with a student code}}{\text{No of students at status 'R' in Stage 1 and Stage 2 with student code}}$	HEA SRS/Quercus
Pass/fail rates of a programme stage	<ul style="list-style-type: none"> • Coherence of Programme Structure (sequential learning between stages) • Programme information for enrolled students (academic 	<p>Pass rates for a programme stage are defined as the number of students at status 'R' (registered) who have a passing grade at the end of all exam sittings as a percentage of those who were eligible to take assessment.</p> <p>2 sets of data are presented</p> <ol style="list-style-type: none"> 1. Rates which exclude those students who have an overall absent grade. (ABS) 2. Rates which include all students. <p>Those with an overall absent grade will have not submitted any assessment and are therefore assumed withdrawn, but have not officially done so and are therefore included. They may return in the following year.</p>	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
	<p>expectations of different stages) Student attainment v. MIPLOs at stage level</p>		
<p>Pass/fail rates of modules</p>	<ul style="list-style-type: none"> • Place of module in a programme • Student engagement for purposes of workload • Suitability of T&L modes and assessment strategy • Problematic module combi 	<p>Pass rates for a module are defined as the number of students at status 'R' (registered) and a subject registration status of 'REGISTERED' who have a passing grade at the end of all exam sittings as a percentage of those who were eligible to take assessment.</p> <p>2 sets of data are presented for each sitting of assessment</p> <ol style="list-style-type: none"> 1. Rates which exclude those students who have an overall absent grade. (ABS) or deferred grade (I) 2. Rates which include all students. <p>Those with an absent grade for a module will have not submitted any assessment and may be assumed withdrawn, but have not officially done so.</p>	<p>Quercus</p>

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Max., Min., averages and standard deviations of module results	<ul style="list-style-type: none"> Marking spread per module, programme and school Difficulty of module 	<p>The maximum, minimum and average mark per module of those that attempted the module.</p> <p>Used to look at specific cohorts and for module moderation</p>	Quercus
Final Award classifications of	<ul style="list-style-type: none"> Student attainment of MIPLOS spread of grade classifications in Award Year Trends between marking spreads of award year and previous years 	<p>Percentage of students who are awarded in the relevant award classification band</p>	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
	<ul style="list-style-type: none"> trends of award classifications by programme and year NCI award classifications v. national standards, HECA, and industry benchmarks 		
Bachelors Graduation Rate	<ul style="list-style-type: none"> Coherence of Programme Sequential Learning between Stages Suitability of T&L modes and assess 	<p>The percentage of new entrants that successfully completed their bachelor programme. This links back to the issue of isolating a new entrant cohort.</p> $\frac{\sum \text{Graduates in level 8 programmes in academic year } t}{\sum \text{new entrants in academic year } t - x}$ <p>Where t = year of graduation and x = programme duration</p> <p>Care should be taken to factor in part-time provision and longer duration times</p>	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Masters Graduation Rate	<ul style="list-style-type: none"> • Parity between MIPLOs and MIMLOs • Attainment rates of specific cohorts and/or demographics 	$\frac{\sum \text{Graduates in level 9 programmes in academic year } t}{\sum \text{new entrants in academic year } t - x}$ <p>Where t = year of graduation and x = programme duration</p> <p>Care should be taken to factor in part-time provision and longer duration times</p>	Quercus
Graduating on Time (Bachelor)		<p>The percentage of graduates that graduated within the time expected (normative time) for their bachelor programme</p> $\frac{\sum \text{Graduates of level 8 programmes within time expected}}{\sum \text{Level 8 degrees awarded}}$	Quercus
Graduating on Time (Master)		$\frac{\sum \text{Graduates of level 9 programmes within time expected}}{\sum \text{Level 9 degrees awarded}}$	Quercus
Graduate Outcomes	<ul style="list-style-type: none"> • Employability • Programmes' suitability to industry requirements • Student engagement with Employment and Opportunity Service • Visibility and 	Percentage of graduates who are working, in further study, travelling or seeking employment	Careers FD survey/ CRM

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
	Integration of Employment and Opportunity Service		
ISSE indicators		As defined by the nationally co-ordinated survey of student engagement (ISSE)	ISSE

9.7.3 Student Engagement KPIs

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Student attendance at learning events	<ul style="list-style-type: none"> Student engagement (academic) Relationship between student engagement and academic attainment Suitability of T&L modes and learning resources 		TDS
Student engagement with VLE			Moodle
Student use of library resources			
Student presence in library			
Student use of support services Careers Learning Support	<ul style="list-style-type: none"> Visibility of Student Support Services Comms. Strategies of different services 		

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Computer Support			
No. student complaints	<ul style="list-style-type: none"> • Student satisfaction • Quality of information provided to learners 		Registrar's Office – not systemised
No. disciplinary events	<ul style="list-style-type: none"> • 		Registrar's Office – not systemised
No. disciplinary events upheld	<ul style="list-style-type: none"> • Effectiveness of policies • Consistency of approach 		Registrar's Office – not systemised

9.7.4 Internationalisation KPIs

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
No. international students	<ul style="list-style-type: none"> • Effectiveness of International Recruitment Strategy • Trends within programmes and schools 	$X = \frac{\text{No students where student hea.study visa=true}}{\text{Full-time undergraduate + postgraduate students}}$ <p>The definition of an international student can be somewhat problematic. Using the proxy of the type of fee paid by a student does not automatically indicate that a student is indeed an international student.</p> <p>A student's domicile may not always indicate their status if they have been living in the country for a number of years. Therefore 'international' student for NCI purposes is</p>	Quercus

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
		<p>defined as those students who are in Ireland on a study visa</p> <p>For HEA purposes and external reporting purposes , an international student is any student with a domicile not equal to Ireland</p> $X = \frac{\text{No students where student hea.hea domiciliar}}{\text{Full – time undergraduate + postgraduate s}}$	
No. Erasmus students	Internationalisation	$\frac{\text{No students where student hea.exchange} = (E)}{\text{Full – time undergraduate + postgraduate s}}$	Quercus
No. students from international collaboration partners	Internationalisation Relevance of articulation agreements	$\frac{\text{No students where application type} = \text{COLLAB}}{\text{Full – time undergraduate + postgraduate s}}$	Quercus

9.7.5 Widening Participation KPIs

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Flexible Learners	Meeting mission	$\frac{\text{Part – time} + \text{distance} + \text{online} + \text{in service}}{\text{All enrolments}}$	Quercus/ HEA return
	Contribution to sector	$\frac{(\text{PT} + \text{Distance} + \text{online in service}) - (\text{Springboard})}{\text{All enrolments}}$	
	NCI independence of Govt funding for PT learners		
Participation in Labour Activation initiatives	Meeting mission	$\frac{\text{Springboard} + \text{ICT} + \text{LMA}}{\text{All enrolments}}$	Quercus HEA
	Dependence on Govt funding	$\frac{\text{Springboard} + \text{ICT} + \text{LMA}}{\text{Total Springboard} + \text{ICT} + \text{LMA nationally}}$	
	National contribution to sector		

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Regional Intake	Meeting mission Measure of contribution to local educational needs	For Irish domiciled students, Percentage of FT enrolments from Dublin or bordering counties Number of full time students with a domicile of IE with a home address in Dublin, Kildare, Meath, Wicklow. Number of full time students with a domicile of IE from DEIS schools Number of full-time students with a domicile of IE from ETB/PLC colleges	Quercus
Mature Students	Meeting mission	Percentage of full-time new entrants who are 23 or over on the January preceeding entry	Quercus
Entrants with a disability	Meeting mission	Number of new entrants who indicate a disability	Quercus/SRS
Student supported by FSD	Meeting mission Support of students	$\frac{\text{No FT Postgraduate} + \text{Undergraduate student with}}{\text{All FT enrolments}}$	Quercus/SRS
Entrants from non manual, semi skilled or unskilled occupations	Meeting mission		

9.7.6 Research and Knowledge Transfer KPIs

Indicator	Measure of/Proxy Measure	Definition
No doctoral graduates per 10 academic staff	Not currently relevant to NCI	
No Web of Science publications per academic		
No Scopus publications per academic		
Research Income		

9.7.7 Staff KPIs

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
No. Core Staff Academic/Non Academic No Contract & Specialist Staff		Core staff are those employed on permanent contracts Contract staff are those employed on fixed term contracts and includes associate faculty 1 FTE = 35 hours?	Core
Non academic/academic staff ratio		All non academic staff/all academic staff	Core
Academic Staff FT/PT ratio		All academic FT/all academic PT	Core
Age Profile of Staff			Core
Gender profile of staff	<ul style="list-style-type: none"> Diversity Engagement with Athena SWAN charter (2015) 		Core
Gender profile of senior staff			Core

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Staff Qualifications (highest qualification)	Meets ESG/QQI guidelines that those teaching are qualified to do so	Full-time academic staff with Masters Full-time academic staff with Doctorate All academic staff with Masters All academic staff with Doctorate	Core
Student to academic staff ratio			Core/Quercus

9.7.8 Financial KPIs

Indicator	Measure of/Proxy Measure	Definitions/Formula	Data Source
Total income			Sun
Total expenditure			Sun
Pay cost			Sun
Non pay cost			Sun
Expenditure per student		Adjusted Total Expenditure (adjusted for pensions funding & depreciation) per student numbers as used in SRS	

9.8. APPENDIX 9-2: DATA RETENTION SCHEDULES

Superseded by the current retention schedules ([Finance](#), [Governance and Company](#), [HR](#), [Legal](#), [Payroll](#), and [Student Records Retention Schedules](#)). This section no longer applies.

9.9. APPENDIX 9-3: NCI PRIVACY STATEMENT

The current [NCI Privacy Statement](#) is published on the NCI website. This appendix no longer applies.