# Mission-based Performance Compact

*between*

Dún Laoghaire Institute of Art, Design and Technology

*and*

The Higher Education Authority

Date: February 2014

# Context

This Compact is an agreement between the Higher Education Authority and Dún Laoghaire Institute of Art, Design and Technology, and is the outcome of a process of strategic dialogue between the two bodies.

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

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

The Compact recognises that Dún Laoghaire Institute of Art, Design and Technology is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

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

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Dún Laoghaire Institute of Art, Design and Technology. It sets out how Dún Laoghaire Institute of Art, Design and Technology's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal Dún Laoghaire Institute of Art, Design and Technology commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Dún Laoghaire Institute of Art, Design and Technology agree that this Compact will be published.

## The principles of State funding support

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

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

# Contents

# 1. Establishment of the Compact

The Higher Education Authority and Dún Laoghaire Institute of Art, Design and Technology agree that:

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

Dún Laoghaire Institute of Art, Design and Technology acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Dún Laoghaire Institute of Art, Design and Technology agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Dún Laoghaire Institute of Art, Design and Technology of this in writing and will consult with Dún Laoghaire Institute of Art, Design and Technology accordingly.

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

# 2. Performance Funding Framework

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

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

The Higher Education Authority and Dún Laoghaire Institute of Art, Design and Technology agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, Dún Laoghaire Institute of Art, Design and Technology must:

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

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Dún Laoghaire Institute of Art, Design and Technology.

# 3 Mission and Strategy Statement

Dún Laoghaire Institute of Art, Design and Technology's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Dún Laoghaire Institute of Art, Design and Technology acknowledge that Dún Laoghaire Institute of Art, Design and Technology's mission and strategy may evolve.

Dún Laoghaire Institute of Art, Design and Technology and the Higher Education Authority recognise that Dún Laoghaire Institute of Art, Design and Technology is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

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

Enter your mission and strategy statement here.

IADT is in the process of developing our new Strategic Plan 2014-2018 which will be published in mid-2014. Our strategy will be based on the following vision and mission.

Our vision is to remain the leading Irish educator for the cultural, media and entertainment sectors, by harnessing synergies between the arts, technology and enterprise disciplines. IADT is unique among Irish institutions of higher education in creating an interdisciplinary environment drawing on our strengths in visual arts, media arts, enterprise, technology and psychology. We have a national and international remit articulated through our student body and our range of partners.

IADT is the only institute of technology in Ireland with a specific mission to drive and inform the creative, media technologies and cultural industries through teaching, learning, research and innovation. We specialise in creativity and innovation as expressed in the arts, media technologies and entrepreneurship. Our programmes embrace the opportunities and challenges of the digital age and are set in an educational environment that values the whole student experience.

## 3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Dún Laoghaire Institute of Art, Design and Technology may adjust its mission and strategy from time to time. Dún Laoghaire Institute of Art, Design and Technology agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact

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

# 4. Current and Planned Profile

The following pages contain:

- Dún Laoghaire Institute of Art, Design and Technology's current profile 2010/11 (as supplied by the HEA); and

- Dún Laoghaire Institute of Art, Design and Technology's planned profile 2016/17 (completed).

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

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

# 5. Development Plans and Objectives

## 5.1 Regional clusters

### Strategy summary

Please provide a brief summary of Dún Laoghaire Institute of Art, Design and Technology's strategy and chosen objectives in relation to its regional cluster.

This should set out:

■ Member institutions

■ Governance arrangements

■ Priority objectives for the cluster.

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

**Regional clusters:** strategy summary

IADT's strategy in relation to regional clusters is to ensure that students have access to the highest standard of tuition and facilities within their discipline, and within real and virtual centres of excellence in their region. Our strategy is the development of regional and thematic clusters that create new partnership opportunities, and develop regions of knowledge and ideas. IADT supports the purpose of the clusters to 'advance the capacity, performance and contribution of higher education as a whole'. In our view this usefully allows for regional, thematic and cross-binary clusters.

IADT is in a Dublin/Leinster Pillar 1 cluster with UCD, TCD, NCAD, and Marino Institute of Education. Our strategy is to work to actively develop the cluster. In the short term while clusters are being established, we will form alliances with institutions who will eventually be members of the same cluster. Future governance arrangements will need to be agreed and could involve a Board of the Regional Cluster with reporting arrangements into individual institutions. IADT plans to further develop our MoU-based relationship with UCD and to further develop a three-way cluster of IADT, UCD and NCAD.

The key elements of our strategy in relation to participation in regional clusters include:

• High quality and better integrated set of services to students, businesses and communities

• Shared and coordinated academic planning and curricula development

• The development of entrepreneurship education across the region

• Enhanced access, transfer and progression opportunities for learners

• Coordinated approach to enterprise and the community engagement

• Shared services and facilities

• Shared and coordinated approach to presentation and promotion of the region internationally

• Opportunities for the generation and sharing of new knowledge, ideas and research

Key to IADT's strategy is the development of a thematic cluster based around the creative and cultural industries and involving partners in further and higher education, industry and the creative community. The proposal is for the development of a creative industries cluster in Dublin encompassing higher education and further education institutions, and a consortium of industry groups, and cultural organisations to implement the key recommendations of the HEA Report *Review of the Provision of Creative Arts Programmes in Dublin* (February 2013).

The higher education institutions involved include Trinity College Dublin, University College Dublin, Dublin Institute of Technology, IADT, National College of Art & Design, and Royal Irish Academy of Music, together with a number of further education institutions in the Dublin region. A strategic proposal and action plans for this thematic cluster are outlined more fully in Appendix 1.

IADT is a partner in a number of regionally based clusters including Graduate School of Creative Arts and Media (GradCAM) and the Dublin Region Higher Education Alliance (DRHEA). There is evidence of the effectiveness of these structured forms of inter-institutional collaboration, for example in the areas of developing teaching and learning and widening participation. We plan to continue the development of our work in these clusters, particularly in the area of postgraduate development through GradCAM.

The key external factors that might affect IADT's ability to meet theses strategic aims could include:

- Change of Government policy in relation to the Higher Education Strategy

- Employment Control Framework and staffing restrictions contributing to an inability to meet the requirements of participation in clusters

- Non-engagement of key partners or groups of partners

- Lack of ability to decide on key performance targets for clusters

| 1. | Institution objective | Development of Dublin/Leinster Pillar 1 Cluster |
|---|---|---|
| | Performance indicator | Cluster and governance arrangements in place and functioning effectively |
| | Baseline | • UCD/IADT in formal MoU based alliance<br>• NCAD/IADT in GradCAM and informal alliance in 2010. No formal alliance or progression framework in place |
| | Interim target, end 2014 | • Cluster in place with governance arrangements agreed<br>• Projects identified to focus initially on academic mapping and progression pathways<br>• Pathways map produced<br>• Project identified in research, conferences etc. |
| | Interim target, end 2015 | • Development of joint modules and programmes with credit transfer system across the cluster<br>• Joint supervision of Masters and PhDs in place<br>• Discussions re combining Pillar 1 and 2 on joint initiatives |
| | Final target, end 2016 | Fully functioning credit transfer system in place across the cluster |

| 2. | Institution objective | Development of a thematic cluster involving higher and further education, and the creative industries sector |
|---|---|---|
| | Performance indicator | Development of Higher education/further education Creative Industries Cluster in the Dublin region achieved |
| | Baseline | • 2013 Funding from HEA approved, and initial HE/FE Partnership Steering Group established<br>• Grouping of key businesses and organisations within the creative and cultural industries identified |
| | Interim target, end 2014 | Initial Mapping Exercise of HE/FE curricula, research and knowledge transfer offerings and links to creative and cultural industries completed. Consultation on potential benefits and opportunities of HE/FE Cluster with key businesses, organisations and stakeholder groupings within the creative industries sector completed<br><br>Provisional action plan drafted and disseminated to HE/FE Cluster members and creative industries sector |

| | | |
|---|---|---|
| | Interim target, end 2015 | Development of database of HE/FE programmes, skill development opportunities, research, development, and innovation expertise completed |
| | | Funding sources identified to support co-ordination of new programmes, graduate offerings, skill development initiatives, research development and innovation opportunities to the creative industries sector |
| | Final target, end 2016 | Development of Creative Dublin Alliance between HE/FE sector and creative and cultural industries to promote the initiative nationally and internationally |

| | | |
|---|---|---|
| **3.** | Institution objective | IADT involved in DRHEA widening participation proposal |
| | Performance indicator | • Increase numbers of students from disadvantaged communities attending Third Level programmes<br>• Develop pathway map for progression opportunities in and across sectors<br>• Compact arrangements to be established with three local DEIS schools |
| | Baseline | 20% of new entrants numbers in 2010 |
| | Interim target, end 2014 | Pathway to progression map developed and disseminated<br>Increase progression of students from target groups to 22% |
| | Interim target, end 2015 | Compacts with three schools established<br>Articulation arrangements with three further education colleges established |
| | Final target, end 2016 | 25% of new entrants from diverse groups |

| | | |
|---|---|---|
| **4.** | Institution objective | IADT's involvement in GradCAM extended and developed |
| | Performance indicator | Increase level of participation of IADT in GradCAM in terms of number of Masters students, PhD progression, and staff involvement |
| | Baseline | In 2010, two IADT Master's students enrolled on GradCAM programme<br>Three staff have presented at GradCAM events<br>IADT Fellow assigned on an annual basis |

| | |
|---|---|
| Interim target, end 2014 | • Six students enrolled on Master's programmes at GradCAM |
| | • Five staff signed up as GradCAM presenters and co-supervisors |
| | • Design-based seminars at IADT as part of GradCAM |
| Interim target, end 2015 | • Eight students enrolled on GradCAM |
| | • Three students progressing on to PhDs with GradCAM partners |
| | • Design elements fully integrated into GradCAM programme |
| Final target, end 2016 | Ten students accessing Masters programme and progressing to PhD provision |

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

## 5.2 Participation, equal access and lifelong learning

### Strategy summary

Please provide a brief summary of Dún Laoghaire Institute of Art, Design and Technology's strategy and chosen objectives in relation to participation, equal access and lifelong learning.

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

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

---

**Participation, equal access and lifelong learning:** strategy summary

IADT's strategic vision and mission supports Ireland's key system objective of promoting access for disadvantaged groups and putting in place coherent pathways from second level education, from further education and from other non-traditional entry routes into higher education. IADT supports Ireland's national agenda for quality in teaching and learning, flexible provision, knowledge gain, enhancing social inclusion, raising skills levels and promoting economic regional and cultural development.

As part of the core cultural values of IADT, the Institute aims to create a supportive and inclusive campus in which diversity is positively valued. This mission is actively pursued through IADT's Equal Access and Participation Strategy, Learning, Teaching and Assessment Strategy, and IADT's Learner Charter which guides and supports student and Institute interactions.

The strategy of IADT's Access Service is to encompass five main areas: adult learners, students with disabilities, socio-disadvantaged school-leavers, ethnic minorities/members of the Traveller community and community initiatives. There is an integrated strategic approach between IADT's Access Service and other areas of the Student Services Team – the Counselling Service, Health Centre, and the learning supports provided by Writing and Reading Support Services (WRSS). In 2012, IADT appointed an Educational Partnerships and Student Services Manager with the remit of delivering IADT's vision of a collaborative team approach within the Student Services Team, contracted services/supports, and across the wider Institute, that is focussed in an integrated way on student life and their personal, professional and career development.

In light of the recommendations of the Hunt Report and the objectives of the new National Plan for Equity of Access to Higher Education, IADT's Equal Access and Participation Strategy is currently being reviewed by a working group whose cross-institutional membership works closely with IADT's Teaching and Learning Committee, First Year Experience Task Force and the Student Experience Committee – a newly established Subcommittee of Academic Council.

Key objectives of IADT Access Strategy are:

- To promote and facilitate entry to and participation in to our programmes and in student life by mature students, students with disabilities, students from diverse backgrounds and experiences, mature learners and those with needs arising from a health or disability issue.

Mechanisms to deliver on these objectives include:

- Pre-entry initiatives with DEIS designated Schools (Delivering Equality of Opportunity in School)

- Outreach projects with the Traveller community

- Retention project for new entrants and 'at risk' students

- Multimedia projects with DEIS and further education sector

- Art in school projects

- Community Digital Media Centre

- First year Experience Task Force

- Establishment of direct progression routes from the further education colleges

The following KPIs and objectives for participation, equal access and lifelong learning at IADT are proposed:

- Equal access and lifelong learning to be a key focus of IADT's new Strategic Plan (2014-2018)

- The identification in the new strategic plan of precise targets for:

  o students participating in programmes

  o an increase in the number of students with disabilities participating in programmes

  o an increase in retention levels of students between years 1 and 2 of Level 7 and 8 programmes

  o an increase in the numbers of mature learners

  o an increase in the number of links to further education colleges and their programmes

The external factors which may affect the achievement of these KPIs include:

- Staffing restrictions imposed by the Employment Control Framework and budgetary constraints

- IADT continues to attract students with increasing and more complex levels of disability/disabilities, and in spite of declining staffing/budgetary resources, has maintained a high level of service to these students. However, should staffing resources/budget continue to decline, IADT's ability to maintain this level of service to learners, and to support increased numbers of students with disabilities would be negatively impacted.

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

| 1. | Institution objective | Promote and facilitate entry to and participation in our programmes and student life by mature students |
|---|---|---|
| | Performance indicator | Increased number of mature students as new entrants across all programmes |
| | Baseline | 15% |
| | Interim target, end 2014 | 18% |
| | Interim target, end 2015 | 19% |
| | Final target, end 2016 | 20% |

| 2. | Institution objective | Promote and facilitate entry to and participation into our programmes and student life by students with disabilities |
|---|---|---|
| | Performance indicator | Increased number of students with disabilities as new entrants across all programmes |
| | Baseline | 11% |
| | Interim target, end 2014 | 12% |
| | Interim target, end 2015 | 13% |
| | Final target, end 2016 | 13% |

| 3. | Institution objective | Increased levels of retention of students from year 1 into year 2 on Level 8 and Level 7 programmes |
|---|---|---|
| | Performance indicator | • percentage of students progressing into year 2 in Level 8 programmes<br>• percentage of students progressing into year 2 in Level 7 programmes |
| | Baseline | • Level 8 programmes – 87%<br>• Level 7 programmes – 66% |
| | Interim target, end 2014 | • Level 8 programmes – 88%<br>• Level 7 programmes – 67% |
| | Interim target, end 2015 | • Level 8 programmes – 89%<br>• Level 7 programmes – 68% |
| | Final target, end 2016 | • Level 8 programmes – 90%<br>• Level 7 programmes – 69% |

| 4. | Institution objective | Formalisation of access and progression links between further education colleges and specific IADT programmes |
|---|---|---|
| | Performance indicator | increase in number of FE colleges where formal links for direct entry into IADT programmes are in place |
| | Baseline | Formal links with 3 FE colleges where there are direct links to IADT programmes |
| | Interim target, end 2014 | Formal links with 4 FE colleges where there are direct links to IADT programmes |
| | Interim target, end 2015 | Formal links with 5 FE colleges where there are direct links to IADT programmes |
| | Final target, end 2016 | Formal links with 6 FE colleges where there are direct links to IADT programmes |

## 5.3 Excellent teaching and learning and quality of the student experience

### Strategy summary

Please provide a brief summary of Dún Laoghaire Institute of Art, Design and Technology's strategy and chosen objectives in relation to excellent teaching and learning and quality of the student experience.

This should set out:

**1**      Vision underpinning the portfolio of undergraduate programmes

**2**      Approaches being taken to improve overall performance

**3**      How planned provision is aligned to institutional mission

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

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

---

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

IADT prioritises excellence in teaching and learning and the quality of the student experience in the following ways:

The IADT Learning, Teaching and Assessment Strategy (LTA Strategy) provides the overarching framework. The strategy has three aims:

- Developing knowledge skills and competencies
- Supporting student learning
- Preparing students for life after IADT

Institute policies embed the aims of the IADT LTA strategy and support their implementation. Through the work of the Academic Council and its subcommittees – the Teaching and Learning Subcommittee, Quality Enhancement Subcommittee and new Student Experience Subcommittee – the Institute supports the practical implementation of the LTA strategy. These subcommittees report to Academic Council annually, and provides regular briefings to the IADT Governing Body, Executive and Management Team regularly.

IADT has in place clearly articulated quality assurance procedures, the implementation and the effectiveness of these is monitored by Academic Council annually. Programme Boards are subcommittees of Academic Council and meet regularly, reporting to Academic Council annually.

In common with the new National Forum for the Enhancement of Teaching and Learning in Higher Education, the Institute takes an enhancement approach to excellence in teaching and learning and the quality of the student experience. This is evident in the IADT's support for projects that enhance the student experience such as the First Year Matters project this year. The Institute's approach to enhancing teaching and learning was commended in IADT's 2011 Institutional Review and recognised through a NAIRTL Award of Teaching Excellence in 2011.

IADT's Teaching and Learning Committee has as part of its terms of reference, the review of Institute policy in terms of teaching and learning. It plays a major role in staff development for teaching and learning, and supporting the development of the scholarship of teaching and

learning at IADT. Both staff development and a focus on scholarship are important strategies for the enhancement of teaching and learning. The Teaching and Learning Subcommittee is supported by an appropriate budget. The Teaching and Learning Subcommittee is committed to:

- Reviewing existing practice in teaching, learning and assessment and draw from all the disciplines in the Institute

- Principles of universal design

- Disseminating best practice within specific fields of enquiry by investigating teaching and learning strategies

- Advising on staff training and development and coordinating and leading teaching and learning efforts across the Institute

- Linking to wider teaching, learning and assessment initiatives internally and externally

- Developing the scholarship of teaching at IADT

*Source: Chalmers, D. and Thomson, K (2009)*

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

| 1. | Institution objective | Enhancement of an institutional policy Framework for Teaching and Learning |
|---|---|---|
| | Performance indicator | IADT's Learning, Teaching and Assessment Strategy and the IADT Plagiarism Policy reviewed and implemented |
| | Baseline | Review and monitoring of policy 2012 |
| | Interim target, end 2014 | Review and approval by Academic Council of revised Learning, Teaching and Assessment Strategy. Review and development of IADT Plagiarism Policy |
| | Interim target, end 2015 | • Dissemination of IADT Learning, Teaching and Assessment Strategy for action by staff and students<br>• Approval by Academic Council and implementation of revised plagiarism policy<br>• Review of other policies as required |
| | Final target, end 2016 | Both key policies embedded in principles and practice across the Institute |

| 2. | Institution objective | Curriculum development, to embed the use of technology employability and entrepreneurship as key themes for the next five years |
|---|---|---|
| | Performance indicator | Programmes have the key themes fully embedded |
| | Baseline | Programmes as approved during last programmatic review in 2009 and 2010 |
| | Interim target, end 2014 | Programmes in the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities audited for embedding of technology, entrepreneurship and employability skills content as part of Programmatic Review |
| | Interim target, end 2015 | Strategy for the embedding of technology employability and entrepreneurship developed, e.g. through joint modules, joint projects |
| | Final target, end 2016 | Themes embedded in programmes across the Institute as an output of programmatic review. |

| 3. | Institution objective | Development of a range of benchmarking criteria and framework for IADT in relation to Teaching and Learning |
|---|---|---|
| | Performance indicator | Benchmarking strategies in place and results of benchmarking published |

| | | |
|---|---|---|
| | Baseline | Range of ad hoc and faculty-based benchmarking strategies in place, no Institute-wide system, no results generally published |
| | Interim target, end 2014 | Institute benchmarking strategy developed and key elements identified as part of programmatic review |
| | Interim target, end 2015 | Development of an agreed Institute-wide set of benchmarking criteria in place with priority areas for improvement identified and improvements quantified |
| | Final target, end 2016 | Mainstreaming of benchmarking practices across institute, results published

Improvements in priority areas achieved |
| 4. | Institution objective | Provision of professional development for staff in teaching and learning |
| | Performance indicator | Number of staff availing of supports identified by faculty and programme analysed by faculty and programme

Number of staff taking Learning Innovation Network (LIN) Accredited Professional Development programmes at IADT and other accredited programmes in T&L (including staff being awarded LIN AIT Postgraduate Diploma in Teaching and Learning)

Number of staff attending local workshops and seminars analysed by faculty and programme.

Staff presenting at relevant conferences with a teaching, learning and discipline focus |
| | Baseline | Athlone Institute of Technology Certificate in Learning and Teaching 26 between 2009 and 2012

22 LIN Certificates at IADT 2012-2013

220 Staff attended local workshops and seminars 2011-2012

20 staff presented papers and posters at relevant conferences 2011-2012

*Source: IADT Teaching and Learning Committee Report to Academic Council 2011-2012* |
| | Interim target, end 2014 | 22 LIN Certificates at IADT and other accredited programmes in T&L

1 AIT LIN Postgraduate Diploma

Maintain levels of participation in local seminars and workshops

Maintain level of engagement in relevant conferences |

| | |
|---|---|
| Interim target, end 2015 | 22 LIN certificates at IADT and other accredited programmes in T&L |
| | 2 AIT LIN postgraduate diploma |
| | Maintain levels of participation in local seminars and workshops |
| | Maintain level of engagement in relevant conferences |
| Final target, end 2016 | 72 graduates of LIN APD accredited programmes in teaching and learning and other accredited programmes in T&L |
| | 4 graduates AIT LIN postgraduate diploma |
| | Maintain levels of participation in local seminars and workshops |
| | Maintain level of engagement in relevant conferences |

| 5. | | |
|---|---|---|
| | Institution objective | Improvements in retention and success rates for Level 7 programmes across the Institute |
| | Performance indicator | Improvements in retention and success rates sustained |
| | Baseline | Current progression rates from Year 1 to Year 2 for Level 7 programmes, 2012 entry |
| | | Multimedia       75% |
| | | AVMT               78% |
| | | Entrepreneurship       67% |
| | Interim target, end 2014 | • Strategies for student recruitment and criteria for entry at Level 7 reviewed |
| | | • Strategies for improving retention rates documented |
| | Interim target, end 2015 | 5% increase in retention and success rates at Level 7 |
| | Final target, end 2016 | 8% increase in retention and success rates at Level 7 |

| 6. | | |
|---|---|---|
| | Institution objective | Review and development of programme assessment strategies |
| | Performance indicator | Programme assessment strategies that are clear to students. Assessment strategies that are fair, consistent and fit for purpose across all programmes |
| | Baseline | Programme assessment strategy template developed in 2010 |
| | Interim target, end 2014 | Annual review of programme assessment strategies by students, staff and external examiners |
| | | Audit of assessment at programme and stage level in terms of variety of tasks, expectations and student workload and performance as part of programmatic review |

| | | |
|---|---|---|
| | Interim target, end 2015 | Annual review of programme assessment strategies by students, staff and external examiners |
| | | Audit of assessment at programme and stage level in terms of variety of tasks, expectations and student workload and performance as part of programmatic review |
| | Final target, end 2016 | Assessment strategies that are fair, consistent and fit for purpose across all programmes |

| | | |
|---|---|---|
| 7. | Institution objective | A range of curricula projects and activities to support student community and civic engagement in place |
| | Performance indicator | Increase in projects that support external community and civic engagement |
| | Baseline | 2011 report to President on community engagement |
| | Interim target, end 2014 | Development of IADT strategy on community/civic engagement (see page 29); most programmes to have at least one project that demonstrates community/civic engagement as appropriate to the discipline/practice |
| | Interim target, end 2015 | All programmes to have at least one project that demonstrates community/civic engagement as appropriate to the discipline/practice |
| | Final target, end 2016 | Community/civic engagement embedded as coherent elements of IADT programmes as appropriate to the discipline/practice |

| | | |
|---|---|---|
| 8. | Institution objective | Review and enhance the current systems for identifying and managing the students at risk |
| | Performance indicator | Development of an evidence-based Institute-wide approach for working with students at risk. Students are aware of where to seek support and how they will be advised and supported when they have difficulties |
| | Baseline | Range of systems across the Institute. First Year Matters Project piloted in 2013 |
| | Interim target, end 2014 | Identification of issues by programme, e.g. non-attendance rates, retention rates, drop-out rates. |
| | | Identification of current practice to address this issue at programme, department and faculty level as well as by Student Services |
| | Interim target, end 2015 | Developing an overview of current practice across the staff involved and working to have an integrated Institute-wide approach |
| | Final target, end 2016 | An integrated Institute-wide approach to identifying and managing students at risk |

## 5.4 High quality, internationally competitive research and innovation

### Strategy summary

Please provide a brief summary of **Dún Laoghaire Institute of Art,** Design and Technology's strategy and chosen objectives in relation to high quality, internationally competitive research and innovation.

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

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

---

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

IADT's strategic vision is to continue to be at the forefront of research and innovation at the convergence of the arts, technology and enterprise, in a way that will maximise our contribution to Ireland's creative industries and knowledge economy. IADT has recently established the new Directorate of Creativity, Innovation and Research in 2013 with the specific remit to develop the Institute's research profile; to maximize our engagement with industry, specifically with small and medium sized enterprises; and enhance the innovation support for start-up enterprises in the fields of digital media technology, creative industries and cultural enterprise. This Strategy has been externally informed by the EU 'Green Paper on Unlocking the Potential of Cultural and Creative Industries' (DG Education and Culture, European Commission, Brussels, 2010) concerning the future growth of the cultural and creative industries. Ireland's Research and Development vision as set out in the Strategy for Science Technology and Innovation 2006-2013, and the National Development Plan 2007-2013. In addition, there are a number of internal factors which will affect the development of research and innovation at IADT, namely:

- the success of the role and function of the new Directorate

- the creation of funding sources for capacity building for research and innovation

- the identification of potential partnership opportunities presented by EU Horizon 2020.

The key objective of the Strategy and the new Directorate is to enhance the status and reputation of IADT's research, innovation, and industry engagement capabilities in the selected themes of creative industries, entrepreneurship, public culture and cultural industries, cyberpsychology and media technology. In parallel, the second objective is to facilitate knowledge transfer to enterprises and organisations in order to support economic, social and cultural development in the Dublin region.

The following KPIs and objectives for Research, Development and Innovation (RDI) at IADT are proposed: IADT's mission and strategic plan having an explicit reference to research, innovation, and enterprise:

- improved levels of RDI income generation and industry engagement

- increased numbers of postgraduate research students

- increased numbers and impact of research publications and outputs

- development of spin-out, and spin-in businesses, and associated licences and patents.

External factors which may impact upon the achievement of these KPIs include the pace of the economic recovery and the level of funding available through sources such as Enterprise Ireland, IoTI, Horizon 2020, Crafts Council of Ireland, and the Irish Research Council to support RDI activity.

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

| 1. | Institution objective | Develop the academic staff engagement with research, development, innovation and enterprise. |
|---|---|---|
| | Performance indicator | Increase the overall level of funding for RDI and enterprise activity per academic staff. |
| | Baseline | 2012/13: €6,764 – RDI funding/academic staff. |
| | Interim target, end 2014 | €7,087 - RDI Funding per academic staff. |
| | Interim target, end 2015 | €7,750- RDI Funding per academic staff. |
| | Final target, end 2016 | €9,090 - RDI Funding per academic staff. |

| 2. | Institution objective | Develop the level of RDI academic expertise. |
|---|---|---|
| | Performance indicator | Increase the number of staff engaged directly in research, development, and innovation activities. |
| | Baseline | 43 academic staff, contract researchers, and support staff in 2012/13. |
| | Interim target, end 2014 | 50 academic, researchers, and support staff. |
| | Interim target, end 2015 | 55 academic, researchers, and support staff. |
| | Final target, end 2016 | 60 academic, researchers, and support staff. |

| 3. | Institution objective | Develop the level of postgraduate research activity in collaboration with GradCAM. |
|---|---|---|
| | Performance indicator | Increase the number of postgraduate research students. |
| | Baseline | Number of postgraduate research students in 2013: 13 |
| | Interim target, end 2014 | 15 |
| | Interim target, end 2015 | 16 |
| | Final target, end 2016 | 17 |

| 4. | Institution objective | Enhance the Institute's level of RDI collaboration with industry partners. |
|---|---|---|
| | Performance indicator | Increase the number of industry partnerships involving research or innovation. |
| | Baseline | Number of industry partnerships in 2012: 10. |
| | Interim target, end 2014 | 15 |
| | Interim target, end 2015 | 20 |
| | Final target, end 2016 | 25 |

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

### Strategy summary

Please provide a brief summary ofDún Laoghaire Institute of Art, Design and Technology's strategy and chosen objectives in relation to enhanced engagement with enterprise and the community and embedded knowledge exchange.

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

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

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

IADT's interdisciplinary environment combining visual arts, media technologies, enterprise, technology and psychology is closely linked to business and incorporates the National Film School. IADT's Media Cube incubation centre has a specialist focus on the digital media industry in Ireland. Linking strongly with our research and innovation activities (5.4), IADT views engagement with enterprise and the community as key to ensuring our knowledge and skills yield maximum economic, social and cultural benefit. IADT also has a history of engagement in the local, national and international community through its FÍS and METRIC (formally known as 'School in a Box') projects (See Appendix 5).

IADT's vision to be at the forefront of teaching, research and innovation; at the convergence of the arts, media technology and enterprise; and to contribute to Ireland's development as a creative knowledge economy. This will be achieved by providing professional and industry-relevant programmes and innovative approaches to teaching, learning and assessment; and by engaging in research, enterprise development and innovation. High level objectives, actions and key performance indicators are informed by local, regional, national and international enterprise and education policy (See Appendix 5). The Report Review of the Provision of Creative Industry Programmes in Dublin (2013-2018) notes that partnerships with industry have been limited to date. The report further points out that in many creative arts and media technology courses, there is a lack of focus on entrepreneurial development. A key strategic initiative of IADT is to prepare learners to meet and exceed the needs of the enterprise community and public service. To ensure the achievement of this strategic objective, IADT has a strategic priority on the embedding of entrepreneurship into all IADT programmes which addresses these national priorities.

IADT's strategic objective: To ensure strategic alignment with and contribution to the achievement of national economic and social targets. IADT recognises the need for a well-developed entrepreneurial ecosystem, supporting interacting organisational initiatives and practices involving external and internal stakeholders, some of which are well developed while others are emerging. The Report of the Innovation Taskforce Report (2010) has taken the goals of the SSTI 2006-2013 emphasising the need for a step change in Ireland's ability to develop new enterprise and jobs based on the entrepreneur. IADT is a specialist provider of Levels 7 to 9 programmes in art, design, media and entrepreneurship. IADT's embedding of entrepreneurship across all disciplines ensures the goals of the 2010 Taskforce are implemented.

FÍS has had a long involvement in primary education and teacher training through its FÍS Film Project, FÍS Book Club and Digital Creator courses and through these projects has developed a large store of teacher resources and support in the areas of media literacy and digital storytelling in the classroom.

IADT's METRIC project, is a solar-powered solution providing access to modern digital technology and resources to developing world classrooms. Teachers can charge an iPad and a projector from a portable solar panel and use a whole range of apps and content creation tools in the classroom. At the moment METRIC is deployed in remote areas of Nepal, Mozambique, Indonesia and India. In all cases we partner with NGOs, academic Institutes or Ministries for Education in the host countries in designing needs-based solutions, and in monitoring outcomes and impact.

Finally, in collaboration with the Access Office, our strategy is to mobilise the digital skills of our students to train and mentor local young people from disadvantaged backgrounds, many of whom are falling behind in the digital divide and do not have access to technology at home. In this and all projects where we involve students, the activities are designed to benefit

the students as much as the communities, and the participating students gaining credits from their involvement in them (also see Section 5.2).

One of IADT's Strategic actions is to ensure strategic alignment with, and contribution to, the achievement of national economic and social targets.

Key performance indicators include:

- Innovation Voucher Scheme participation

- Engagement with local communities through the FÍS, METRIC, and volunteering programmes

- IADT submission to National Entrepreneurship Policy Statement (June 2013)

- Participation in Springboard Labour Market Activation Initiative

IADT maintains an open and productive dialogue with the stakeholders and communities we serve, and upon whom we rely for advice and support.

Key performance indicators include:

- The establishment of programme advisory panels consisting of industry and other external stakeholders.

- Continued consultation with industry in relation to programme development regarding work readiness skills and the needs of industry (e.g. through the NFS Advisory Board)

- Enterprise Week events including Dragon's Den events – cross-institute and cross-discipline

- Cross-Institute Student Enterprise Society

- Collaboration with industry in programme development and delivery, e.g. Dún Laoghaire Rathdown County Enterprise Board, Sound Training Ireland

**EXTERNAL factors which may affect the achievement of these KPIs:**

- The continuation of current economic recession

- Employment Control Framework/staffing restrictions and budgetary constraints

- Discontinuation of Springboard Labour Market Activation initiative

- Discontinuation of Innovation Vouchers

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

| 1 | Institution objective | To have a fully engaged campus with a range of engagements with enterprise and the community in place |
|---|---|---|
| | Performance indicator | Implementation of key local, regional, national and international enterprise and education policy |
| | Baseline | Some enterprise and community projects |
| | Interim target, end 2014 | Extending enterprise and community engagement and knowledge exchange to new markets and communities. |
| | Interim target, end 2015 | Programmatic review validation informed with input from key external community and enterprise stakeholders. |
| | Final target, end 2016 | To be a fully engaged, informed and connected campus. |

| 2. | Institution objective | To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets including Innovation Voucher participation. |
|---|---|---|
| | Performance indicator | Increase in the number of Innovation Vouchers completed |
| | Baseline 2011 | 11 |
| | Interim target, end 2014 | 15 |
| | Interim target, end 2015 | 20 |
| | Final target, end 2016 | 25 |

| 3. | Institution objective | To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets including Springboard Labour Market Activation Initiative |
|---|---|---|
| | Performance indicator | • Participation in Springboard Labour Market Activation Initiative<br>• Completion of Springboard initiative. |

| | | |
|---|---|---|
| | Baseline 2012: | 10 credit Special Purpose Awards<br>• Online trading: 12 out of 15 completed 80%<br>• Enterprise development:<br>6 out of 13 completed 46%<br><br>Bachelor of Business in Entrepreneurship (Springboard) Add-on Degree 60 credits:<br>2012/2013: 46 out of 53 completed 86% |
| | Interim target, end 2014 | 1 Springboard Labour Market Activation Initiative<br>Registration = 42 Completion = 90% |
| | Interim target, end 2015 | 1 Springboard Labour Market Activation Initiative (if initiative is offered by HEA)<br>Registration = 50<br>Completion = 90% |
| | Final target, end 2016 | 1 Springboard Labour Market Activation initiative (if initiative is offered by HEA)<br>Registration = 70<br>Completion = 90% |
| 4. | Institution objective | To develop mutually beneficial partnerships and collaborations within the educational sector, nationally and internationally, as well as with community groups |
| | Performance indicator | Annual growth in student internship/placement agreements with employers – Ireland, Europe and USA 10% per year.<br>• Annual increase in Erasmus agreements by 10%<br>• Increase in MOUs with external stakeholders – 3 per year |
| | Baseline | 2011: Student placement/internship agreements = 50 |
| | Interim target, end 2014 | Student placement /internship agreements = 60 |
| | Interim target, end 2015 | Student placement/internship agreements =70 |
| | Final target, end 2016 | Student placement/internship agreements = 80 |

# 5.6 Enhanced internationalisation

## Strategy summary

Please provide a brief summary of Dún Laoghaire Institute of Art, Design and Technology's strategy and chosen objectives in relation to enhanced internationalisation.

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

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

---

**Enhanced internationalisation:** strategy summary

The aim of the IADT International Strategy is to develop the profile and reputation of IADT as a truly international specialist institution. A key objective of the Strategy is the generation of non-Exchequer funding through planned growth of non-EU international student recruitment at undergraduate and postgraduate levels targeted, at a limited geographical market with specific institutions with a similar ethos to that of IADT. The secondary objective is to develop an international network of institutions that will enhance the teaching, research and enterprise environment of IADT through the leveraging of these links for staff and student exchanges, and research programmes to develop our innovation and enterprise activities.

A phased development approach is proposed, primarily focused on the recruitment of non-EU overseas students, based on existing IOTI initiatives, namely: Science Without Borders (Brazil); Colleges Ontario (Canada), and Ireland Homecoming Study Programme (IHSP) (USA, UK, Australia, and New Zealand). This approach will initially focus on the target geographical regions of USA, Canada and Brazil.

The following KPIs for internationalisation at IADT are proposed:

- the campus being widely internationalised across faculties and departments
- executive level approval for internationalisation
- demonstrated benefits to students of internationalisation
- IADT's mission and strategic plan having an explicit reference to international education
- IADT's commitment to internationalisation being reflected in the curriculum
- benefits of internationalisation demonstrated to the faculties
- internationalisation dimension in off-campus and outreach programmes, and in research and faculty exchange programmes
- IADT supporting education abroad embodied in its academics and students

External factors which may impact upon the achievement of these KPIs include:

- the political environment in the target countries
- Government restrictions on the number of student visas
- the level of overseas student fees and subsidies available through IOTI and Education Ireland initiatives

## Enhanced internationalisation:
## Institution objectives and performance indicators

| 1. | | |
|---|---|---|
| | Institution objective | Increase overseas and EU student recruitment |
| | Performance indicator | Number of non-EU and EU students recruited |
| | Baseline | 2011 recruitment – 4 non-EU and 8 EU students |
| | Interim target, end 2014 | 30 students (7 non-EU, and 23 EU students) |
| | Interim target, end 2015 | 39 students (11 non-EU, and 28 EU students) |
| | Final target, end 2016 | 63 students (28 non-EU, and 35 EU students) |

| 2. | | |
|---|---|---|
| | Institution objective | Development of a network of international institutions, e.g. Erasmus, CILECT and ELIA. |
| | Performance indicator | Number of formal international links operational |
| | Baseline | 2011 – 5 formal overseas links with HEIs |
| | Interim target, end 2014 | 10 formal links with HEIs |
| | Interim target, end 2015 | 15 formal links with HEIs |
| | Final target, end 2016 | 20 formal links with HEIs |

| 3. | | |
|---|---|---|
| | Institution objective | Development of faculty exchange programme Erasmus, Marie Curie, and IOTI initiatives. |
| | Performance indicator | Number of staff and students on the programme |
| | Baseline | 2011 – 5 student and 2 academic staff |
| | Interim target, end 2014 | 10 students and 2 faculty staff |
| | Interim target, end 2015 | 20 students and 3 faculty staff |
| | Final target, end 2016 | 30 students and 4 faculty staff |

# 5.7 Institutional consolidation

## Strategy summary

Please provide a brief summary of Dún Laoghaire Institute of Art, Design and Technology's strategy and chosen objectives in relation to institutional consolidation.

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

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

---

**Institutional consolidation:** strategy summary

The recommendation of the Report to the Minister for Education & Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education, was that IADT continue its role as a specialist institution and continue in its discussions with UCD regarding the formation of a strategic alliance. IADT has engaged actively in a review of the options for consolidation both in terms of geography and discipline.

IADT – UCD: It is IADT's view that the most appropriate option is a strategic alliance with UCD up to and including becoming a Recognised College of UCD. This option supports the goal of maintaining the distinctive contribution of IADT while providing considerable scope for efficiency in provision. IADT has commenced discussions on the potential synergies and benefits of a relationship with UCD. On June 17th 2013, IADT and UCD signed an initial Memorandum of Understanding (MOU) agreeing to collaborate across a spectrum of activities. The immediate priority is to realise this in tangible objectives.

There are many existing links between IADT and UCD. These include academic links through the work of individual staff, and organisational links through our existing partnerships, including the National Digital Research Centre (NDRC), IRCHSS-funded projects, and the Dublin Region Higher Education Alliance (DRHEA). There are a number of potential areas of common academic interest in creativity, technology, film, media the arts and enterprise. There is also potential for the sharing of resources and services across the two institutions in the interests of students and staff. The move by the National College of Art and Design (NCAD) to a closer relationship with UCD also provides the potential for a dynamic three-way centre of excellence in the shared discipline of Fine Art and Design. IADT and NCAD are already cooperating in this field through their joint programme of activities in GradCAM (The Graduate School of Creative Arts and Media). A more formal alliance between IADT/ UCD/NCAD would enhance the provision and allow art and design disciplines a place within the university sector and the IoT sector, with strong links to the further education sector.

IADT believes that this approach is consistent with the goals and direction set out in: *Towards a Future Higher Education Landscape, Completing the Landscape Process for Irish Higher Education*, in the *Review of the Provision of Creative Arts Programmes in Dublin*, and in the Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education.

The following KPIs are proposed:
- Formal relationships with UCD through:
  - joint academic research
  - integration of some academic provision
  - exploration of strategic relationship

---

## Institutional consolidation:
## Institution objectives and performance indicators

**1.**

| | |
|---|---|
| Institution objective | Agree academic and research plan |
| Performance indicator | Agreed framework for teaching and research |
| Baseline | Existing collaborative projects and Memorandum of Understanding between UCD and IADT |
| Interim target, end 2014 | • Memorandum of Agreement (MOA) regarding teaching and research signed<br>• Governance arrangements agreed for teaching and research<br>• Participation in joint teaching and research projects |
| Interim target, end 2015 | Academic and Research Plan developed and published |
| Final target, end 2016 | Shared academic and research provision embedded across both HEIs |

**2.**

| | |
|---|---|
| Institution objective | Integration of some academic provision |
| Performance indicator | Level of academic integration |
| Baseline | Points of common interest identified by IADT and UCD for future development |
| Interim target, end 2014 | • Framework agreement regarding module sharing<br>• Joint supervision of PhD's extended<br>• Shared teaching piloted<br>• Joint staff publications |
| Interim target, end 2015 | Joint Master's programme developed and approved |
| Final target, end 2016 | Shared modules being delivered on a number of programmes |

**3.**

| | |
|---|---|
| Institution objective | Explore strategic relationship, up to and including Recognised College |
| Performance indicator | Attainment of Recognised College Status or other agreed formal relationship |
| Baseline | Memorandum of Understanding signed between UCD and IADT |
| Interim target, end 2014 | Completion of a plan of action for the strategic relationship between UCD and IADT, up to and including Recognised College Status |
| Interim target, end 2015 | New strategic relationship defined and approved by Department of Education and Skills and HEA |
| Final target, end 2016 | Any changes to governance procedures of IADT and UCD implemented |

# 6.  Annual Compliance Statement

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

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

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

# 7.  Performance Funding

Having regard to the performance of Dún Laoghaire Institute of Art, Design and Technology in the strategic dialogue process leading to this compact, performance funding of

**€ 54,000**

has been allocated to the Institute.

# 8. Agreement

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

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

Signed:

_____

Chief Executive, Higher Education Authority

Date:

Signed:

_____

Chief Officer, Dún Laoghaire Institute of Art, Design and Technology

Date:

# Appendices

We (Dún Laoghaire Institute of Art, Design and Technology) include the following appendices with our performance compact.

List the appendices here:

| | |
|---|---|
| ⊠ | Appendix 1: Regional clusters |
| ⊠ | Appendix 2: Participation, equal access and lifelong learning |
| ⊠ | Appendix 3: Excellent teaching and learning and quality of the student experience |
| ⊠ | Appendix 4: High quality, internationally competitive research and innovation |
| ⊠ | Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange |
| ⊠ | Appendix 6: Enhanced internationalisation |
| ⊠ | Appendix 7: Institutional consolidation |

Other Appendices

Appendix 8: Institutional Profiles

Appendix 9:

Appendix 10:

*Add more rows as necessary*

# Appendix 1: Regional clusters

IADT is strategically committed to the development of regional and thematic clusters. To date we have been involved in the DRHEA Widening Participation Strand and in GradCAM. Both represent examples of how clusters can add value to individual institutions and to the provision within a region.

**The Dublin Region Higher Education Alliance (DRHEA)**

The DRHEA represents a geographically based cluster. The DRHEA includes four universities (TCD, UCD, DCU and NUIM) and their linked colleges, and four institutes of technology (DIT, IADT, ITB and ITT Dublin), many with long established and/or internationally renowned reputations for excellence in teaching and research. The eight members of the Alliance have identified four strands of activity where collaborative action has led to efficiencies and increased capacity for development.

IADT has been involved in the strands focusing on widening participation and the enhancement of learning. We are supportive of the continuation of the DRHEA as a regional cluster within any new structures and have responded positively to the formal request in relation to the continuation of this project as a regional cluster with a specific set of outcomes for the higher education sector. Our strategic objective as an institute is the increase in the number of students from disadvantaged communities and from diverse communities accessing our programmes.

**GradCAM**

Our strategy in relation to GradCAM revolves around a number of strands. The development of GradCAM as an all-Ireland alliance is an important goal, bringing together the partners both North and South working in the creative arts and related fields.

The development of a Design discipline element within GradCAM is a key part of our development as a GradCAM partner, and IADT is ideally positioned within the sector to further develop and deliver this as a key element within the GradCAM Alliance.

In terms of student involvement IADT, our strategy is to raise the profile of GradCAM amongst our 'Masters by Research' students, and to grow participation in the structured Masters programme. Our aim is also to develop more pathways for our Masters' students onto the PhD provision offered by our GradCAM partners.

**Thematic Cluster**

IADT believes that regional clustering is important, but we are also interested in thematic clusters. The proposal is for the development of a creative arts and media thematic cluster in Dublin encompassing higher education and further education institutions, and a consortium of industry groups and cultural organisations, with a strategic goal of implementing the key recommendations of the HEA Report: *Review of the Provision of Creative Arts Programmes in Dublin*.

- The higher education institutions involved include Trinity College Dublin and University College Dublin, Dublin Institute of Technology and IADT, National College of Art & Design, and Royal Irish Academy of Music, together with a number of further education institutions in the Dublin region. The proposal has been co-ordinated and led by IADT. The further education colleges offering such provision, to include: Ballyfermot College of Further Education, Sallynoggin College of Further Education, Coláiste Dhúlaigh, Liberties College, Bray College of Further Education, Senior College Dún Laoghaire and Dún Laoghaire College of Further Education

The key issues to be addressed include:

- to improve student progression by cross-level collaboration between institutions

- to promote knowledge transfer between the various tiers of the higher education and Further Education system

- to develop better partnerships with the creative industries sector

- to develop international partnerships which promote the creative arts and media in Ireland, and to raise the international profile of the institutions and creative industries in Dublin

- The rationalisation of the curriculum offer across the partners to create centres of excellence and specialisms whilst allowing for growth and innovation

The involvement and relationships between the partners would develop, evolve and change according to the specific initiative or collaboration. What unites the thematic cluster will be a set of agreed objectives and strategies to grow and to represent the best in the creative and cultural sector in Ireland.

There is potential for these players to form strong alliances backed by MoU agreements regardless of what institutional configurations are already in play. The thematic cluster would have both an international and a national dimension, and involve key partners within the Dublin area initially with the potential to include national players, and to develop and strengthen the existing international partnerships already in place in many of the institutions.

**UCD/IADT alliance**

Over the past two years IADT and UCD have been in discussions regarding the possibilities for an alliance and collaboration around a number of key strategic and operational areas. A cross-Institution Working Group identified that there was scope for further consideration of the benefits of a formal alliance between UCD and IADT, and an MOU was formally signed between the two organisations on June 17th 2013.

There are a number of identified areas for future formal collaboration and these are outlined below:

Academic collaborations in the areas of:

- Film/Science

- Psychology/Cybercrime/Forensics

- Humanities/Digital Humanities/Data Visualisation

- Public Spaces

- Creative Cities

- Entrepreneurship Development

- Public Cultures

- Gaming

- Animation

- Engineering and Design

Other areas for collaboration include:

- Funding and bidding opportunities e.g. Creative Europe 2014

- International student recruitment

- International developments in Beijing particularly in areas of Film, Animation, Design and Data Visualisation

- Research Clusters

- Joint seminars, symposia, conferences, events and lectures

- Programme/module development both at undergraduate and postgraduate level

There is potential for the sharing of resources and services across the two institutions in the interests of students and staff, some areas to consider include:

- Library resources

- IT systems development

- Sharing of Estates and Facilities

- Procurement

- Other shared services e.g. licences and HR systems

A number of other issues are being considered by both UCD and IADT regarding the formation of an alliance of any nature, and in particular if the ultimate goal was to be the conferring of recognised college status to IADT. These include:

- Validation/accreditation arrangements

- Quality Assurance

- Autonomy/role of IADT within a UCD-IADT alliance

- Autonomy/role of IADT within the IoT sector

- IADT's developing relationship and collaboration with NCAD

The next step will be the formation of thematic and faculty-based working groups between IADT and UCD to further explore possibilities in a number of key areas. Parallel discussions will take place at senior management and Governing Body levels to address the above considerations and to further develop possibilities for Recognised College status. Clearly there is significant scope for further collaborations between IADT and NCAD and this will be explored as part of a three-way cluster between IADT, UCD and NCAD.

**The Dublin/Leinster Alliance (Pillar 1)**

The outcomes of the national strategy deliberations place IADT in the Pillar 1 Dublin/Leinster alliance with UCD, TCD, NCAD and Marino College of Education. The aims of our strategy include the development of progression pathways, a review of academic provision and offerings within the regional cluster and the development of shared modules and shared programmes as appropriate. IADT's strategy is to fully participate in this project whilst maintaining the specialism that we have developed as an institution. The avoidance of what is described in the national strategy as unnecessary duplication is important but so is the need to develop and protect specialisms within each institution. IADT's strategy has been to ensure a specialist expertise and niche focus within its programme provision, thus avoiding duplication of programmes offered elsewhere within the IoT sector – an approach which will be retained within IADT's strategy going forward.

# Appendix 2: Participation, equal access and lifelong learning

IADT's strategic vision is that our student and staff bodies will reflect the diversity of the new Ireland. One of the core values identified by IADT is that diversity and inclusion is evident in all our campus activities and in our relationship and interaction with our stakeholders and the local community. Within Creating Futures – IADT's current strategic plan – specific actions have been included under the Student Experience objective, for IADT to offer increased opportunities to under-represented groups to participate fully in IADT.

IADT's Equal Access and Participation Strategy incorporates policy and procedures designed to promote and facilitate entry to and participation in all academic programmes and student life. This strategy was produced by the Access Working Group (AWG) following a process of consultation with internal and external stakeholders. Overall responsibility for the implementation of the policy lies with IADT's Executive and Management Teams. The strategy sets out IADT's shared vision for access through the pursuit of six strategic objectives.

Following from the publication of the Hunt Report and the objectives of the new National Plan for Equity of Access to Higher Education, IADT's Equal Access and Participation Strategy is currently being reviewed.

Since 2010 considerable progress has been made to integrate and mainstream access practices and initiatives within IADT. In particular and following a successful submission to the Dormant Accounts initiative and an allocation of funding through this scheme, a number of effective outreach activities and access initiatives were made possible which included:

- Pre-entry initiatives for second level students from seven local DEIS schools. These included taster classes and other activities and were designed to promote informed decision-making, and to raise academic expectations of prospective students and their parents

- Outreach projects for the Traveller community – This was developed in co-operation with Southside Travellers and Bray Traveller Communities. It took the form of practical workshops for up to 20 week periods for groups of young Traveller school students, Traveller women and men

- Multimedia projects – IADT's Multimedia programme teamed up with RTÉ, Ballyfermot Senior College, DCU and DIT and respective DEIS schools to encourage students to consider going to college

- Art in Schools projects - twelve 3rd year Visual Arts Practice students from IADT spent time working with and teaching at second level DEIS schools, as well as at other schools around the city.

Funding allocated to IADT through the Dormant Accounts scheme was central to the development of an enhanced and wider support service. IADT is mindful of the increased demands on the supports provided and is committed to working within current budgetary and staffing constraints to deliver services in an efficient and effective manner.

The average participation rate of students with disabilities for academic year 2011 – 2012 in Institutes of Technology was 4.7% (up from 4% in 2010/11). Dún Laoghaire Institute of Art, Design & Technology had the highest rate of participation at 9.9%. (AHEAD participation rates 2011-12)

There are a number of on-going supports for all students registered with the Access Office. IADT will continue to support such initiatives. For example, students from local disadvantaged schools, mature students, advanced entry students, students with disabilities and members of ethnic minorities are eligible for inclusion and are offered support including orientation, integration and familiarisation of campus facilities and services.

As part of its focus on first year students and in line with the recommendations from the Hunt report, IADT has established a First Year Experience Task Force comprising of key personnel from teaching and learning, administration, student support services and academic staff involved in supporting and enhancing the first year experience. This will support IADT in achieving better student progression rates in level 7 and 8 programmes.

There are a number of post-entry initiatives and resources in place for students with specific learning difficulties including dyslexia, ADHD, Asperger's Syndrome and DCD. These initiatives include the early widespread dissemination of information on the supports and entitlements available to students with diagnosed and undiagnosed conditions designed to ensure early disclosure, and to encourage those with concerns to approach the support services with confidence.

As part of IADT's strategic approach to supporting lifelong learning, IADT has and continues to develop a range of Special Purpose Awards that are taught in the evenings, and provide flexible and lifelong learning opportunities for learners.

The IADT Access Office continues to working with a range of local partners to develop supportive community relationships and activities, and to improve social inclusion in the local community - including further education Colleges and a number of community partners such as Adult Education Services and Social Inclusion Unit, Dún Laoghaire Rathdown County Enterprise Board.

IADT promotes and encourage Service Learning in its undergraduate programmes. IADT has 18 full-time undergraduate programmes and 8 programmes which are currently using community engagement as a pedagogical strategy. In some cases community engagement is embedded within specific modules of the programme e.g. the Altruism project in Year 3 Social Psychology module, or the Industry project module in Year 3 Animation and the Professional Practice module in Year 3 Visual Communications.

In conclusion, as part of the core cultural values of IADT, the Institute continues to create a supportive and inclusive campus in which diversity is positively valued

.

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

The quality of the student experience is one of the most important performance indicators for all higher educational institutioefns. IADT places excellence in teaching and learning at the heart of our mission, our teaching is research informed and industry and societally relevant. IADT's strategy is to develop programmes that link clearly to the National Framework of Qualifications, with learning outcomes that are practical and focused on enabling students to develop knowledge, skills and competencies in their discipline area.

Cross-Institute and interdisciplinary activities and study are encouraged and supported. Technology and eLearning are used to facilitate student achievement of learning outcomes. Students are encouraged and supported to become independent learners particularly in the first year. All IADT's programmes aim to develop a sense of entrepreneurship and creativity in students.

IADT places an emphasis on the first year experience, and the transition from second level to third level. We have a number of specific initiatives in place, including a first year retention project which focuses on the transition to higher education of first year entrants. Students from local disadvantaged schools, mature students, direct entry students, students with disabilities, and members of ethnic minorities are eligible for and encouraged to participate in the retention project. A peer-assisted learning project and a mentor scheme are also in place in some programmes to support and encourage the transition. Students are taught specific modules to help them with the transition, e.g. problem based learning modules, critical and contextual studies, and project based work and assessment. IADT has good progression rates from 1st to 2nd year – in some programmes the progression rates are 90% to 100%. The average non-progression rate is 14% which compares favourably against the IoT sectoral average of 17%.

IADT focuses on Levels 8 and 9 as a strategy to meet the needs and demands of students in the Creative and Media Technologies and Cultural Arts, and to respond to the needs of industry in those discipline areas. IADT focuses on the progression routes afforded to students from the further education sector as a way of facilitating entry from students completing Level 6 programmes; a number of articulation agreements are in place with local Post-Leaving Certificate institutions to facilitate this.

Our undergraduate programmes are firmly rooted in the Creative, Media Technologies and Cultural Industries. IADT's strategy is to create a unique programme offering reflecting our Institute's mission, e.g. we offer Applied Psychology with an emphasis on the relationship between people and technologies, while our programme offer in the business discipline focuses on Arts Management and Entrepreneurship rather than the traditional 'business' offering. The National Film School offers a suite of programmes providing graduates for the range of disciplines needed to support Ireland's Film industry.

Our growing postgraduate offer again reflects our particular focus with programmes in Cyberpsychology, Public Cultures, Business and Cultural Event Management, Visual Arts Practices, Screenwriting and Broadcast Production. Our programmes attract students locally, regionally, nationally and increasingly internationally. We do not currently offer Level 10 PhD programmes; our strategy is currently to develop a number of Level 10 collaborations and partnerships for example through our involvement with GradCAM, and to focus on Joint Doctoral supervision with other higher education institutions.

Over the past three years we have developed a range of short accredited Special Purpose Awards, to provide taster and entry routes for those considering higher education, and also to provide a range of continuing professional development opportunities for those in employment. The Special Purpose Awards include Sports Psychology, Mobile App Development, Online Trading and Creative Writing.

Our Springboard Labour Market Activation Initiative includes a programme in Entrepreneurship in partnership with Dún Laoghaire Rathdown County Enterprise Board.

The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staff are involved in the construction of this learning environment. Accordingly the curriculum, teaching and learning and assessment at IADT are centered on the student. Policies are pursued in the area of learning and teaching which promote the increasingly international and culturally diverse nature of IADT. Our Learning, Teaching and Assessment strategy enables IADT to support and enhance learning, teaching and assessment across the institute. Its aims are to develop knowledge, skills and competencies, support student learning and preparing students for work and professional practice.

IADT achieves this by developing programmes that link clearly to the National Framework of Qualifications and ensuring the programme learning outcomes are practical and focused on enabling students to develop knowledge, skills and competencies in their discipline area.

IADT is committed to continuously reviewing and seeking feedback on its programmes, and quality of teaching and learning and the student experience and implementing recommendations where feasible. IADT is committed to enhancing the student experience through retention initiatives, First Year Matters projects and provision of supports for students at risk.

# Appendix 4: High quality, internationally competitive research and innovation

**Introduction**

Over the past five years: 2008-2012, IADT has undertaken a number of major developments in research, innovation and industry engagement, notably:

- the establishment of the Graduate School of Creative Arts and Media (GradCAM) – a collaboration with DIT, NCAD, and UU

- being a founding partner in the National Digital Research Centre, in collaboration with UCD, TCD, DCU, and NCAD

- the establishment of the Centre for Creative Technologies and Applications, and the Centre for Public Culture Studies

- the setting up of the Media Cube, the IADT incubation centre focused on digital media start-up businesses

In parallel, there has been the steady growth in academic research activity, publication outputs, and numbers of postgraduate research students.

**Context of New Strategic Planning Period 2014-2018**

The role and importance of academic research differs widely amongst the Institutes of Technology, but for many it is a key determinant of their academic profile and other policies (Framework for the Development of Research in the Institutes of Technology 2008-2013, IOTI, 2008). IADT generated research grants and contract income of €859,000 in 2012/13 – this figure is used as the baseline for this compact. This level of income has declined over the past two years due to the economic situation limiting industry contracts, and the limited availability of EU and research funding. In addition, a number of major funded projects were completed in 2010/11 which significantly reduced the level of income over the subsequent two years. The current strategy aims to grow this area of the Institute's work and income over the next five years, as part of the remit of the new Directorate of Creativity, Innovation and Research.

IADT aims:

- To be a research-informed higher education institution;

- To engage in applied and transnational research, with specific reference to our clusters of research expertise;

- To be significantly engaged in collaborative relationships, nationally and internationally, with higher education institutions and industry partners;

- To significantly increase the number of postgraduate research students at Level 9 within 5 years;

- To ensure that all academic staff are research and/or professionally active and supported in their professional development to meet this goal;

- To bring the proportion of PhD qualified full-time academic staff to 50% within 5 years – currently 40% of our staff hold PhD's;

- To develop the necessary facilities and resources to meet the growth targets for research

IADT offers programmes that are research informed; our staff are encouraged to be research active and to complete postgraduate research degrees or practice-based research. IADT's Research Strategy focuses on research related to a number of key themes:

- Humanities (Public Cultures/Entrepreneurship, Creative Arts and Media)

- Applied Sciences (Applied Psychology/Cyberpsychology)

- Creative Arts (Art, Art History, Photography, Film, and Television)

- IADT has two dedicated research centres: the Centre for Creative Technology and Applications and the Centre for Public Cultures

**Centre for Creative Technology and Applications and the Centre for Public Cultures.**

The Centre for Creative Technologies and Applications was established in 2005, and conducts research defined as people-centred technology in a digital environment, and explores the interaction of people and technology. The Centre for Public Cultures aims to promote research, teaching, and public dissemination of historical and contemporary aspects of public culture within national and international contexts.

IADT is involved in a number of collaborative partnerships: namely, NDRC, based in Dublin's Digital Hub, established in 2007, with DCU, TCD, UCD, and NCAD, and is an independent enterprise dedicated to accelerating research from idea to commercialisation. GradCAM is a collaboration between IADT, DIT, NCAD, and University of Ulster, and provides doctoral training and research across design, creative technology, visual and performing arts, curatorship, and media practice.

IADT also has a number of industry specific research projects: SeeSearch – a search and discovery tool for libraries that use visualisation technology, and is currently being commercially developed at the Media Cube with funding from Enterprise Ireland.

IADT also has a significant programme of industry engagement to support innovation in the media, cultural and creative industries in Ireland. The Media Cube, established in 2007 and funded by Enterprise Ireland, provides a dedicated environment for new businesses in digital media and the creative industries, and currently hosts 16 companies. In terms of Technology Transfer, IADT staff and graduates through Enterprise Ireland's Innovation Voucher Scheme, have assisted 12 companies with research and development projects. Finally, IADT has recently been awarded (June 2013) a collaborative partnership with DIT to launch Enterprise Ireland's New Frontiers programme.

**Proposed Research Strategy and Operational Plan 2013-2016**

IADT's strategic vision is to be at the forefront of research and innovation at the convergence of the arts, technology and enterprise, in a way that will maximize our contribution to Ireland's creative industries and knowledge economy. In order to facilitate the growth and development of research development, innovation and industry engagement, IADT has recently established the new Directorate of Creativity, Innovation and Research, and restructured the academic functions into two faculties – the Faculty of Enterprise and Humanities, and the Faculty of Film, Art, and Creative Technologies. The objective of these significant changes is to develop the Institute's research profile through publication and professional practice outputs; to maximize its engagement with industry, specifically with small and medium sized enterprises; and enhance the innovation support for start-up enterprises in the fields of digital media technology and enterprise.

The revised Research Strategy has been externally informed by the 2010 EU paper on the future growth of the cultural and creative industries (Unlocking the potential of cultural and creative industries, Green Paper, KEA Consultants, EU Commission, 2010), Ireland's R&D vision as set out in the Strategy for Science Technology and Innovation 2006-2013 (Building Ireland's Knowledge Economy – Action Plan to Promote Investment in R&D to 2010, DETE, 2004), and the National Development Plan 2007-2013 (National Development Plan 2007-2013, Irish Government, 2007). In addition, there are a number of internal factors which will affect the development of research and innovation in IADT, namely, the success of the role and function of the new Directorate, the creation of new funding sources for capacity building for research and innovation, and the identification of potential partnership opportunities presented by EU Horizon 2020.

The following KPIs for Research and Innovation at IADT are proposed: IADT's mission and new strategic plan having an explicit reference to research, innovation, and business engagement;

improved levels of RDI investment and industry engagement; increased numbers of postgraduate research students; increased numbers and impact of research publications and outputs; and development of spin-out, and spin-in businesses, and associated licenses and patents from these ventures.

The new IADT Strategic Plan 2014-2018 currently being developed, will have an explicit reference to the importance of research, innovation, and industry engagement in the future development of IADT, as a leader of research, innovation, and enterprise in the creative, media technologies and cultural industries in Ireland. This objective is embodied in the recent bid to the HEA's Strategic Innovation Fund for the Development of a Creative Industries Cluster in the Dublin Region co-ordinated by IADT (Higher Education Authority, 'Review of the Provision of Creative Arts Programmes in Dublin', February 2013).

The level of industry engagement will be developed from its current level through the Enterprise Ireland New Frontiers programme. There is also the potential to establish a second incubation unit focused on the creative industries sector, potentially linked to the new Library and Cultural Centre in Dún Laoghaire, opening in September 2014. In addition, potential funding of collaborative projects with the creative industries sub-sectors of television, film, and animation will be explored with the opening of the new National Film School in November 2013.

The current levels of postgraduate research students are relatively low partly due to the limited sources of research scholarships available to IADT from the IOTI and the eligibility of IADT's subject areas of creative arts, applied psychology, entrepreneurship, and digital media within Science Foundation Ireland which only funds fundamental and specialist science research projects. These two sources are currently the only avenues open to academic staff at IADT to recruit funded research students until the Horizon 2020 programme becomes active in 2014. New sources of postgraduate research funding for Level 9 scholarships will be explored, specifically within the IOTI and Enterprise Ireland initiatives, as well as the potential exploitation of the new relationship with UCD.

The number of research publications has been increasing annually as new staff achieved doctoral qualifications. As well as providing ongoing support to established research-active staff, the new Directorate in collaboration with the Faculties, will target these 'new blood' and emerging researchers and support their research career development in terms of production of publications, conference attendance and mentorship in research supervision and research funding applications. In June 2013 IADT produced its first edition of its own in-house research publication 'Perspectives', as part of an on-going initiative to increase the number of staff research publications.

In terms of industry engagement, the development of spin-out and spin-in businesses from the Media Cube is on-going, together with a strategy to expand our business incubation in the Dún Laoghaire Rathdown County area to encompass recent graduates and established practitioners in the creative industries as part of a wider enterprise initiative with the Dún Laoghaire Rathdown County Enterprise Board, Dublin City Council, and the Crafts Council of Ireland.

Intellectual property is a key feature of the creative industries, and a programme of identifying new ideas from graduate projects, and technology transfer with SME's is under consideration as part of a 'Graduate Innovation Seed Fund' initiative to encourage business start-ups and commercialisation of ideas generated within IADT, to leverage the associated licences and patents, and registered designs from such creative talent.

In conclusion, Research, Development, Innovation and Industry Engagement are key features of the current and new Strategic Plan for IADT, and will be a critical driver of the continuing success of IADT to diversify its income streams, enhance its profile and reputation as a specialist institution integral to the teaching, learning, research and enterprise needs of the creative and cultural industries in Ireland.

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

IADT's strategic vision, mission and actions clearly articulate engagement with enterprise and the community, knowledge exchange with industry and the wider community. IADT mission is:

To develop and maintain an open and productive dialogue with the stakeholders and communities we serve, and upon whom we rely for advice and support.

Key Performance Indicators include:

- The establishment of programme advisory panels consisting of industry and other external stakeholders.

- Consultation with industry in relation to programme development regarding work readiness skills and the needs of industry.

- Dragon's Den events – cross-institute and cross-discipline.

- Engagement with businesses through the Enterprise Ireland Innovation Voucher Scheme.

- Civic engagement with the local, regional and international community through FÍS and the METRIC initiative

- Cross-Institute Student Enterprise Society in place and functioning

- Collaboration with industry in programme development and delivery, e.g. Dún Laoghaire Rathdown County Enterprise Board, Sound Training Ireland.

IADT Strategic action: To contribute regionally, nationally and internationally to professional and academic fora in our areas of specialisation and in the formation of policy.

Key Performance Indicators include:

- IADT submission to National Entrepreneurship Policy Statement (June 2013).

- IADT submission to Review of Apprenticeships in Ireland (August 3013).

IADT Strategic action: To apply knowledge and expertise to support the economic, social, and cultural development of the region.

Key Performance Indicators include:

- Development of new start-up businesses within the Media Cube incubation centre.

- New Frontiers Programme (in collaboration with DIT Hothouse) a specialist business start-up support programme for practitioners in the digital media industry.

- Annual operation of FÍS programme: FÍS Film project and FÍS Book Club.

- Development of the School in Box initiative.

- The completion of research project on the impact of the arts in Dún Laoghaire Rathdown, (a DLR County Council funded project).

- Dún Laoghaire Rathdown Chamber of Commerce, Women in Business Alliance, the Clinton Institute, Southside Partnership, and IADT (e.g. Gendering the Recession, Centre for Public Culture 'New Realities lecture series' )

- Youth Unemployment in the Dún Laoghaire Rathdown area – Discussion forum

The new Directorate of Creativity Innovation and Research has been established to provide an overarching and co-ordinating group to facilitate the development of Enterprise and Engagement through the following initiatives, including:

Media Cube – IADT's campus incubation centre currently supports 16 early stage ventures emanating from IADT or wishing to locate in close proximity to our expertise and facilities. Subject to funding, we wish to develop additional enterprise space for early stage ventures and more established companies engaged in collaboration with IADT. In partnership with DIT and with support from Enterprise Ireland, IADT from September 2013 will commence the delivery of the New Frontiers. Programme, providing start-up support and workspace to early stage ventures. New Frontiers is Ireland's National Entrepreneur Development Programme, funded by Enterprise Ireland, and delivered at local level by Institutes of Technology. Through this mechanism, we plan to engage with 30 early stage ventures per year until 2016. The Media Cube also facilitates the operation of the Enterprise Ireland Innovation Voucher Scheme to assist businesses to develop new products and services specifically focused around user interface design and the digital media sector.

FÍS has had a long involvement in primary education and teacher training through its FÍS Film Project, FÍS Book Club and Digital Creator courses and through these projects have developed a large store of teacher resources and support in the area of media literacy and digital storytelling in the classroom.

**FÍS Book Club**

The FÍS Book Club is an on-line platform where children can share their video book reviews with peers via a website repository, thereby encouraging children to research and plan their reading. This is a free literacy resource available to primary schools across Ireland.

We are currently working on a re-launch of the FÍS Book Club with a whole new user interface. The site will provide frequently changing resources for teachers, pupils and parents, such as seasonal books feature, tips for parents, recorded interviews with authors or traditional story tellers, advice on how to prepare a book review, etc.

**FÍS Film Project**

FÍS Film Project offers primary school teachers a structured approach to introducing film as a cross-curriculum medium in the classroom. The resources provided by FÍS include sixteen lesson plans, an in-depth practical guide to making a film with students, and video tutorials. Schools that complete a film as a result of this process may enter the FÍS Film Festival, the final of which takes place in the Helix in November.


**METRIC**

The METRIC (formally School in a Box) programme, also run through the FÍS office, is a solar-powered solution providing access to modern digital technology and resources to developing world classrooms. Teachers can charge an iPad and a projector from a portable solar panel and use a whole range of apps and content creation tools in the classroom. At the moment METRIC is deployed in remote areas of Nepal, Mozambique, Indonesia and India. In all cases we partner with NGO's, Academic Institutes or Ministries for Education in the host countries in designing needs based solutions, and in monitoring outcomes and impact. METRIC has been deployed in primary and middle schools the Humla region of Nepal in collaboration with the Karuna Shechen charity. At 3000m altitude and without access to grid electricity, Humla presents all the challenges School in a Box was designed to address.

IADT have secured funding from UNESCO to send six METRIC units to adult literacy centres in rural Mozambique. We are working with the Ministry for Education there to develop needs specific content for these learners, with a view to scaling the impact of this initiative out to the wider community. METRIC has just been deployed in 2013 in a remote area of Java, Indonesia with children who have never had access to technology previously. The 'School in a Box' title was presenting some

challenges and will be re-titled as METRIC – Mobile Educational Technology Research & Innovation Centre.

**The Drawing Project**

The mission of the Drawing Project – IADT's off-campus facility located in the heart of Dún Laoghaire, is to provide a working space for the teaching of drawing across a range of disciplines and to be a venue for Irish and International artists and community groups to exhibit and discuss their work with students of IADT. The development of the new space means that an energy to create public exhibitions, develop a season of visiting faculty and artists and create real challenges for students around the problem of exhibiting could also be developed.

The Project has fully facilitated this mission and has provided a crucial space for the development or exhibition of key collaborative projects for example with IMMA (VAP Stage 4 joint curation work) and UCD (Film and TV Science Films) and more recently with Engineers Ireland. Smaller projects with CIT have also been hosted as well as the project providing the exhibition space for Photography, Memory and Material Culture, An Exhibition by Lisa Cawley, MA in Photography by Research, and Chasing Shadows an exhibition of antique photo-media process work and, for two years the culmination of 'Art in Schools'.

**Civic Engagement and Student Volunteering – Campus Engage**

IADT will actively participate in Campus Engage, a network for the promotion and support of civic engagement activities in HEIs in Ireland. Campus Engage is a project funded by the HEA and has its overall objective as the widening of the scope of civic engagement activity in Irish higher education so as to 'ensure that Ireland plays a leading role in the promotion of active citizenship in Europe through the development of social and civic competencies as a key element of the student experience. Campus Engage will focus on Institutional Culture and Identity, Civic Engagement Activities, and Community-Campus Partnerships.'

In collaboration with the IADT Access Office, we are currently exploring how we can mobilize the digital skills of our students to train and mentor local young people from disadvantaged backgrounds, many of whom are falling behind in the digital divide and do not have access to technology at home. In this and all projects where we involve students, the activities are designed to benefit the students as much as the communities.

IADT is currently partners in the Wexford Opera Festival, Dún Laoghaire-Rathdown County Enterprise Board, IMMA, Southside Partnership, Dún Laoghaire-Rathdown Chamber of Commerce, Pavilion Theatre, Irish Film Board, Dún Laoghaire Business Association and Women in Business Alliance among other regional and national associations and organisations.

IADT Access Office works with a range of local partners to develop supportive community relationships and activities and to improve social inclusion in the local community including:

Further education (FE) Colleges – examples include: Sallynoggin College of FE, Senior College Dún Laoghaire, Dún Laoghaire College of Further Education, Ballsbridge Senior College, Bray College of Further Education, Gorey School of Art, Ballyfermot Senior College, Coláiste Dhúlaigh Coolock.

IADT has a range of Community Partners including: Bray and Southside Partnerships; Social Inclusion Unit, Dún Laoghaire Rathdown County Council – liaison re Social Inclusion Week, Intercultural Strategy; Southside Travellers Action Group.

# Appendix 6: Enhanced internationalisation

**Introduction**

In 2012, IADT established a Group to review the Internationalisation Strategy for the Institute. The Group defined 'internationalisation' as people who travel to Ireland for the purpose of education and contribute to the Irish national and local economy in terms of fees, and enhance the cultural diversity on the IADT campus.

The Group referred to the National Strategy for Higher Education 2030 which states that a'internationalisation' includes: attracting more international students, making it easier for staff and students to study and engage in research abroad, making Ireland attractive to international staff, establishing more collaborative institutional links, internationalising curricula, developing trans-national education, and participating in EU programmes. Overall 7% of all full-time undergraduate and postgraduate students are non-Irish domiciled.

The Group suggested the following KPIs for Internationalisation at IADT as evidence of:

- the campus being widely internationalised across faculties and departments
- Executive level approval for internationalisation
- IADT's mission and strategic plan having an explicit reference to international education
- demonstrated benefits to students of internationalisation
- IADT's commitment to internationalisation being reflected in the curriculum
- benefits of internationalisation demonstrated to faculty
- an internationalisation dimension in off-campus and outreach programmes, and in research and faculty exchange programmes.

The recommendations of the Working Group were that:

- priority should be given to Internationalisation in the new Strategic Plan
- prioritise key objectives in the Implementation Plan for Internationalisation
- define a budget and resources to achieve the Internationalisation targets
- establish a Working Group to implement the strategy
- implement a regular review of the KPIs of the Internationalisation Strategy

**Previous International Activity at IADT**

The review of the Internationalisation Strategy and the international student recruitment needs to be set in the context of the levels of activities in 2010/11 which were 4 non-EU, 8 EU students, plus 1 Erasmus student. IADT currently in 2013 has 20 EU-Erasmus students and 4 non-EU students enrolled. The Faculty of Enterprise & Humanities has in place an exchange programme with Loras College, Iowa, USA, and links with Memorial University, Newfoundland, Shanghai Business School and Shanghai Finance University, China. The Department of Design and Visual Arts has links with George Brown College, Canada. In addition, IADT, through the National Film School is a member of ELIA and CILECT, and a partner of the EU Media ENGAGE programme.  IADT has also been operating an Erasmus programme over the past two years with Belgium, Estonia, France, Finland, Germany, Hungary, Latvia, Spain, Sweden, Switzerland, Turkey, and United Kingdom.

**IADT Internationalisation Strategy and Operational Plan for Overseas Student Recruitment**

The proposed Internationalisation Strategy, and related Operational Plan for Overseas Student Recruitment reflects the creation of the Directorate of Creativity, Innovation, and Research in April

2013, and the development of the first recruitment of non-EU overseas students. The aim of the strategy is to develop the profile and reputation of IADT as a truly international specialist institution, aligned to the vision and mission of IADT.

The key objective of the Internationalisation Strategy is the generation of non-exchequer funding through a planned growth of non-EU international student recruitment at undergraduate and postgraduate levels targeted at a limited geographical market with specific institutions who reflect the ethos of IADT. The secondary objective is to develop an international network of institutions which will enhance the teaching, research and enterprise environment of IADT through the leveraging of these links for staff and student exchanges, research programmes, and business links to develop our innovation and enterprise activities.

A phased development approach is proposed, primarily focused on the recruitment of non-EU overseas students, based on existing IOTI initiatives, namely: Science Without Borders (Brazil); Colleges Ontario (Canada), and Ireland Homecoming Study Programme (IHSP) (USA, UK, Australia, and New Zealand). This approach will initially focus on the target geographical regions of USA, Canada, Brazil, and UK. A projection of target student numbers at undergraduate and postgraduate level is set out in Tables I and II.

One of the challenges of the proposed student recruitment is to select suitably qualified students to programmes with the capacity to grow this international learning environment without any negatively impacting on to the local/national undergraduate recruitment base. This approach needs to balance the number and progression routes of direct entry undergraduate students, and the variety of postgraduate and research study opportunities, while providing a rich cultural mix of students from different overseas countries and educational backgrounds.

**Proposed Operational Plan for Overseas Student Recruitment**

The proposed operational plan is structured into two key phases; to develop the number of international students within a framework which is sustainable, and ensure that the necessary quality assurance, student support and marketing systems are established.

**Phase 1 – Implementation of IOTI related international marketing and recruitment initiatives.**

**June 2013 – August 2014**

As outlined, IOTI has three substantive international development initiatives: Science Without Borders (Brazil); Colleges Ontario (Canada), and Ireland Homecoming Study Programme (USA, UK, Australia, and New Zealand). Activities are currently underway to link IADT into these initiatives over 2013/14 as follows.

**Science Without Borders**

Science Without Borders is a large scale scholarship programme between Brazil and Ireland operational until 2015, and is primarily funded by the Brazilian Federal Government. The programme seeks to strengthen and expand the initiatives of science and technology, innovation and competitiveness through international mobility of undergraduate and graduate students and researchers. The creative industries are one of the priority sectors. IADT have recruited 4 undergraduate students for September 2013 entry, and are currently reviewing four expressions of interest for postgraduate research student study for April 2014. All the prospective students are from the Federal University of Santa Catarina, which is ranked 4th best university overall in Latin America.

**Colleges Ontario**

Colleges Ontario have signed a unique agreement with IOTI's which allows graduates of two and three year college programmes in Ontario to progress to an honours degree with further years of study in Ireland. The agreement allows tuition fees to be reduced by 15%, and in addition, 1500 scholarships are available. Mohawk College and Sheridan College have expressed an interest in participating in this initiative with IADT.

**Ireland Homecoming Study Programme**

The Ireland Homecoming Study Programme (IHSP) is open to the children, grandchildren and great-grandchildren of Irish emigrants who are interested in completing a semester of study, two semesters or an entire undergraduate degree at the Institutes of Technology. The IHSP will be of particular interest to the Irish Diaspora located outside of the European Union, in USA, Australia and New Zealand, who would normally be subject to full Non-EU tuition fees. IOTI is developing a major initiative during 2014/15 to target the Eastern seaboard of the US centred on Boston. Contacts have been made with Northeastern University, Suffolk University, and Worcester Polytechnic Institute. Other on-going IOTI supported initiatives with Colleges in Wisconsin are being developed.

The key outcomes of Phase 1 are to integrate IADT into these various IOTI initiatives, develop our internal experience of international recruitment and international student support, and develop links with key institutions in these target countries and regions to establish sustainable progression routes, and academic collaboration both at postgraduate and research levels.

**Phase 2 – Development and Consolidation of International Student Recruitment and Collaboration.**

**September 2014 – June 2016**

One of key objectives of the Internationalisation Strategy is to develop a sustainable network of target countries and institutions which will provide a continued throughput of quality undergraduate and postgraduate students, student and staff exchange programmes, and long term research opportunities, which will enhance the reputation and profile of IADT. This Phase will involve the setting up of efficient and cost-effective systems and infrastructure to promote and manage overseas student recruitment, support student welfare, and ensure an excellent learning experience and cultural offering, in collaboration with IOTI, and potentially with UCD.

The key outcomes of Phase 2, would be to develop an annual plan of recruitment events, visits, contacts, and awareness sessions between the staff of collaborating institutions and IADT. Phase 2 will consolidate the relationship between the participating institutions in the selected target countries, and create a sustainable level of recruitment of international students across a range of programmes.

**Conclusion**

International student recruitment is critical to the development of a non-exchequer income stream for IADT. The internationalisation of the IADT campus requires a balanced mix of overseas students across the different programmes and levels, from undergraduate, postgraduate, and research. Staff exchange programmes between the collaborating institutions with IADT will enhance the teaching, learning and cultural environment. The reputation and profile of IADT will be enhanced by this internationalisation of its campus, programmes and staffing.

# Appendix 7: Institutional consolidation

The National Strategy is clear in its view that small higher education institutions should be consolidated, where appropriate, to promote coherence and sustainability. Options include: incorporation into or merger with existing Universities, Institutes of Technology or into Technological Universities. IADT has spent a considerable amount of time developing a coherent strategy which seeks both to support the HEA in achieving its objectives, whilst preserving the unique and vital contribution that IADT currently makes to the educational and cultural landscape of the nation. IADT is clear about its growth and consolidation as a distinctive, clearly differentiated institution within a higher education sector that is itself growing, partly through increases in Irish/EU students and partly through increased internationalisation. Our goal as an autonomous institution is also clear with respect to the importance of inter-institutional collaboration and alliances, both of which we are actively involved in.

The National Strategy identified the need to move beyond a simplistic binary notion of a higher education system, towards a system of coherent, diverse, and well-coordinated HEIs, capable of meeting the social and economic needs of the country. Such a system requires distinctiveness of missions at institutional level, and diversity of missions at system level. IADT provides such a distinctive mission in the domain of the creative arts and media. The Institute seeks to move beyond its own internal logic where each programme is reflective of, and appropriate to its mission, to the point where it is also consistent with the overall system of higher education. A deeper level of inter-institutional collaboration and consolidation will support this outcome and ensure that specialisation will not lead to diminished opportunities and choices for students.

Our undergraduate programmes are firmly rooted in the Creative, Media Technologies and Cultural Industries. We place an emphasis on creativity, innovation, technology, and entrepreneurial skills which is reflected in our programme titles, learning outcomes and content. We are distinct in our profile as an Institute of Technology for a number of reasons. Amongst these points of difference are the facts that we have the highest proportion of students studying at level 8 or higher (90%), we have the highest percentage of staff with PhDs (37%) and we are the only Institute in the state with a specific mission, reflected in our name, to specialise in Art, Design and Technology.

Our growing postgraduate offer again reflects our particular focus and all of our programmes attract students locally, regionally, nationally and increasingly internationally. We do not currently offer Level 10 PhD programmes; our strategy has been to focus on Joint Doctoral supervision with other higher education institutions, for example UCD. IADT has also developed a number of Level 10 collaborations and partnerships for example through GradCAM (also see Appendix 4). GradCAM has developed structured doctoral training and research and aims to become Ireland's centre for doctoral research education across design, creative technology, visual and performing arts, curatorship, cultural pedagogy, media practice and their associated critical, historical and theoretical roots.

In reviewing the range of options for actively supporting the objective of consolidation of the higher education landscape, whilst preserving IADT's contribution a number of possibilities were considered. Issues of subject discipline, geography and existing relationships led IADT to explore the potential for a relationship with UCD. Staff from IADT and UCD have worked together on joint projects, such as academic supervision and international conferences. In terms of inter-organisational relationships, IADT and UCD are both founding partners of the National Digital Research Centre (NDRC). The NDRC, based in Dublin's Digital Hub, was established in 2007 with Government funding of €25m. It is an independent enterprise dedicated to accelerating research from idea to income (also see Appendix 4). IADT is a partner in an IRCHSS funded project at the Clinton Institute for American Studies, UCD. IADT and UCD are also partners in a number of regional clusters including The Dublin Region Higher Education Alliance (DRHEA). The DRHEA is a strategic

alliance of the Higher Education sector in the wider Dublin city-region aimed at developing and optimising the impact of higher education in the Dublin area (also see Appendix 1).

IADT has been in discussions with UCD about a potential strategic alliance and is committed to further consideration of such an alliance including the possibility of becoming a recognised college of UCD. These discussion have taken place over the past two years and began when UCD and IADT established a working group as an initiative of Presidents Dr Hugh Brady and Dr Annie Doona. The working group was co-chaired by Professor Diane Negra and Dr Andrew Power of UCD and IADT respectively. The Working Group had the first of its meetings in January 2012 and provided a report in April 2012. The working group identified a range of linkages between UCD and IADT and a number of areas where collaboration might be enhanced. In October of 2012 Dr Mark Rogers (Registrar and Vice President, UCD) and Dr Annie Doona (President, IADT) chaired a Plenary Meeting of a range of senior managers from the Academic and Administrative functions of both institutions. It was decided to form working groups to examine three areas of potential common interest:

- Legal, Quality and Governance Working Group

- Academic Working Group

- Administration and Support Working Group

These three Working Groups produced a report in February 2013. In March 2013 Professor Mary Daly and Dr Andrew Power were asked to review these reports and develop a plan for taking any potential alliance to the next stage of development. In May 2013 this report was issued to Dr Mark Rogers and Dr Annie Doona. This in turn led, on June 17th 2013, to the signing of a Memorandum of Understanding between UCD and IADT signifying the commencement of a formal alliance between the two institutions.

There are a number of potential areas for formal collaboration and these include, academic collaborations in the areas of; Film/Science, Psychology/Cybercrime, Humanities/Digital Humanities/Data Visualisation, Public Spaces, Gaming/Animation, and Design. There is also potential for the sharing of resources and services across the two institutions in the interests of students and staff. Some areas being considered are: Library resources, IT systems development, Estates and Facilities, Procurement, other shared services e.g. licencing and HR systems. Other issues being considered include: validation/accreditation arrangements, quality assurance, autonomy/role of IADT within IoT sector, IADT's developing relationship and collaboration with NCAD. A more formal alliance between IADT/UCD/NCAD would enhance the provision and allow art and design disciplines a place within the university sector and the IoT sector with strong links to the further education sector.

IADT is committed to supporting the development of a higher education system for Ireland that will result in a coherent system of diverse, but complementary, institutions so as to better ensure access and quality outcomes for students, create a world class student experience and optimise the outcomes for public investment and the future positioning of higher education in Ireland on the world stage. IADT believes that a formal alliance with UCD up to and including becoming a Recognised College of UCD is in line with the underpinning principles set out in 'Towards a Future Higher Education Landscape':

- Coherence of approach to support the development of complementary institutional strategies to meet national policy goals

- Maintenance of our distinctiveness and diversity of mission within the system

- Specialisation, to support our strengths and make the most impact

- Increased collaboration and consolidation with a particular focus on regional collaboration

- Student pathways into and through HEIs in regional clusters and better opportunities for pathways and linkages between further and higher education

- Joint academic planning

- Coordinated research programmes and shared technology

- Better co-operation and linkages with cross-border higher education institutions

- Respect for institutional autonomy

- Cost effectiveness

IADT and UCD have been consistent with the guidance of the HEA which recommended the clustering of UCD/TCD/NCAD/Marino College of Education/IADT. This clustering is built on existing relationships and has facilitated the deepening of those relationships by such developments as the signing of a Memorandum of Understanding between NCAD and UCD and more recently the signing of an MOU between IADT and UCD. This cluster; now referred to as Dublin/Leinster Pillar I; has within it a core of UCD/NCAD/IADT which can offer a complementary continuum of learning in the arts, if not within a single organisation at least within one strategic and shared framework. There are already a number of points of common reference between UCD/NCAD/IADT the most recent of which is the running of a design competition for undergraduate students across all three institutions with a view to developing cross-disciplinary team-working skills. Public Art, Design, Audio and Creative Technologies may all be deployed through the joint talents of our staff and students.

The Review of the Provision of Creative Arts Programmes in Dublin (published in February 2013) recommended both vertical and horizontal partnerships be developed between educational providers and cultural institutions, facilitating the consolidation of undergraduate and postgraduate programme provision, as well as the merging of providers. While formal progression routes through the levels of the National Framework of Qualifications exist, real and meaningful inter-level partnerships cannot occur without a general acceptance of equality between the various levels of education and respect for the learning outcomes at each level. IADT's experience in building links with both the further education and industry sectors in all aspects of the Arts and Digital Media, will enrich and give substance to the goal expressed of building cross-sectoral partnerships. IADT further supports the view expressed that, 'institutional strategies accommodate adventurous partnership forming, that will be innovative and visionary, rather than merely facilitating the consolidation of programme provision'.

IADT welcomes the Creative Arts Review assessment of IADT as 'a vibrant institute of technology that thrives on new ideas and creativity. IADT is the only institute of technology in Ireland with a specific mission to drive and inform the creative, media technologies and cultural industries through teaching, learning, research and innovation. IADT creates an interdisciplinary environment combining visual arts, media arts, enterprise, technology and psychology and is closely linked to business'. IADT further supports the view of the Creative Arts Review that more fluid progression pathways will provide a cost-effective system able to cater for the rapidly changing sector, especially in terms of cultural aesthetics and the interface between technology, the arts and the sciences. It is this latter cross-disciplinary approach that has been core to IADT's mission since its inception.

The Creative Arts Review also identified a problem of scale in the sector and suggested that one way to overcome this whilst maintaining individual differences, would be for IADT to become a constituent college of a larger university organisational structure. This model gives the constituent college a substantial amount of responsibility and autonomy, while still being structurally embedded in a larger and more cohesive overall university structure. IADT supports the view expressed that 'consolidation can only be achieved through the setting of goals that drive towards integration otherwise economies of scale will not encourage real change'.

The HEA's report to the Minister for Education and Skills on system reconfiguration and inter-institutional collaboration published in April 2013 noted that consolidation would be encouraged and supported where it leads to greater institutional quality and a broader range of complementary offerings. Smaller publicly-funded institutions such as IADT would align with, or be incorporated into, institutions of sufficient scale to enable overall quality and efficiency objectives to be met.

IADT is confident that its developing strategic relationship with UCD is consistent with this guidance and also with the views of the Minister for Education and Skills, who in his speech to higher education institutions and the HEA on 22nd November 2012, brought a number of high-level objectives together when he outlined his desired outcomes for the higher education reform process:

- Strengthening the university system

- Consolidation, strengthening and evolution of the institute of technology sector

- Achieving critical mass through consolidation, collaboration and the development of regional clusters

- Releasing the capacity and increasing the sustainability of the system

The goals of any formal alliance between UCD and IADT would include:

- Shared, coordinated academic planning, development of specialist joint programmes at postgraduate level, shared access to common modules, removal of unnecessary duplication of provision, coordinated approach to research and research programmes, regional collaboration on structured and practice-based PhD's

- IADT's links with the further education sector and with the cultural and creative industries would support a coordinated approach to transfer and progression pathways

- In the field of creative arts and media technologies a coordinated regional approach to enterprise and the community and development of the arts and technology

- Shared services and facilities, including harmonisation of systems and processes where this could add value or enable further collaboration at a later stage

- Shared and coordinated approach to the presentation and promotion of programmes internationally. In particular, shared marketing and promotion, and collaboration on strategies for foreign student recruitment

The HEA report to the Minister for Education and Skills in April 2013 was supportive of alliance between individual Universities and Institutes of Technology where they have the potential to bring clear benefits to students and to higher education more generally. IADT acknowledges that the Minister for Education and Skills in his letter to the HEA in May 2013 was supportive of this approach identifying for particular comment the need for some rationalisation between universities and allied colleges driven by the 'Review of the Provision of Creative Arts Programmes in Dublin'. In the case of UCD and IADT this is clearly the case, and as recommended by the same report, this alliance is underpinned by a MOU to ensure IADT's distinctive mission. IADT is happy to comply with the recommendation 'Dún Laoghaire Institute of Art Design and Technology continue to develop its role as an institute of technology with a specialist mission in the field of creative arts and media. It should engage in discussion with University College Dublin and National College of Art and Design with a view to developing an alliance that could actively exploit opportunities for cooperation'. IADT is supportive of the suggestion of UCD becoming the awarding body for certain postgraduate awards.

For IADT, consolidation is not primarily driven by financial or structural necessity but is part of our strategic evolution. IADT's programmes remain in high demand and student numbers continue to grow. The completion of a new teaching building in 2012 and the opening in 2013 of the new television and radio studios of the National Film School at IADT demonstrate a confidence and optimism in the future. IADT will continue to be the premier educational institution in the State in its chosen disciplines of Film, Arts, Technology, Psychology and Cultural Enterprise. The planned deepening of IADT's strategic relationship with UCD takes place against a background of previous collaborations and a measured examination of the benefits to both organisations over the past two years.

# Appendix 8: Institutional Profiles

We refer to the Institutional Profile 2010-2011 as provided as part of the development of this Compact.

We have tested this Profile against the statutory and other submissions made by IADT that contribute to this Profile.

With respect to the Staff Profile, we have established that there are some minor discrepancies in the recorded figures and we will resolve these with the HEA in the coming weeks. With respect to the Staff Qualifications, we have previously notified the HEA that there are inaccuracies in these figures.

With respect to the Space Profile we have identified a significant issue. The Net Space of 9.5 $m^2$ and Gross Space of 12.7$m^2$ are inaccurate and grossly inflated. This has arisen as the return from which these figures are calculated required us to include the new buildings: National Film School (NFS), Digital Media Teaching Building (DMTB), Multipurpose Hall (MPH) and Consolidated Workshops (CW). Three of these buildings (DMTB, MPH and CW) have been postponed indefinitely by a decision of the Government, while the NFS Building has only been completed in September 2013 following the liquidation of the initial contractor.

Taking these buildings out of the equation, gives a revised Net Space and Gross Space of 6.06$m^2$ and 8.39$m^2$ respectively.

We have included in the 2016 Profile for other new buildings: Drawing Project (233$m^2$, 2011); Backlot (325$m^2$, 2012) & NFS Studio Building (1,338$m^2$, 2013). This gives a Space Profile in 2016-2017 of Net Space 4.90$m^2$ and Gross Space of 7.0$m^2$.

It should be noted that these Space Standards are significantly below international norms as set out in the Review of Space Norms September 2006 (UK Higher Education Space Management Project, Review of Space Norms September 2006; page 21), where IADT should have between 7$m^2$ and 14$m^2$ for the discipline areas relevant to IADT. It is also noted that in an unpublished study by the HEA, indications are that best international practice would indicate a space requirement of 12.8$m^2$ (Scotland) and 15$m^2$ (Australia) per student.

It should be noted that the Institute's Quadrangle Building (7,400$m^2$) was constructed in periods from the late 18th Century to completion in the 1950's, with additions in both the 1980's and 1990's. This building is significantly deficient and substandard as a space for a modern higher education environment and does not meet current building standards in terms of Health and Safety (access and egress) and/or access for people with mobility impairments. The unpublished HEA report also highlights the age and state of deficiency of higher educational building stock.