



**Dun Laoghaire Institute of Art, Design and Technology (IADT)**

**Strategic Dialogue Cycle 2**

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**Progress Report to the HEA**

**June 2015**

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## 1. Introduction

IADT entered into the Compact arrangement with the HEA in June 2014; the process resulted in the setting of a number of goals and targets up to 2016. At the time of signing the Compact, IADT was in the process of developing our Strategic Plan 2014-2018. The Strategic Plan was based on the following Vision and Mission:

### **Our Vision:**

*As an autonomous Institute of Art, Design and Technology with a specialist mission is to support learning, teaching, research and innovation, and to play a leading role in the development of industries focussing on the creative, cultural and digital technologies sectors.*




### **Our Mission:**

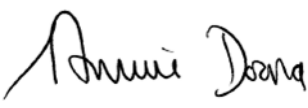
*Is to continue to specialise in creativity and innovation as expressed in the arts, technology and entrepreneurship and to work with learners and stakeholders as partners to develop graduates who are innovative, creative, entrepreneurial and adaptable, and who are ready to meet the challenges of the digital age.*

The Compact identified targets for development and growth in a number of key areas. Specific KPIs were developed to work towards the 2016 targets.

Overall IADT has made very good progress against all KPIs. In most cases we have already achieved, or are well on the way to achieving, our 2016 goals. Where we have not yet made significant progress we have identified the reasons why and have action plans in place to address the issues. Where external considerations are impacting on IADT's ability to meet 2016 targets, this has been identified e.g. the current hiatus in relation to GradCAM. IADT would also like to discuss amendments to Compact targets which may be necessary as a result of internal strategic changes, for example a strategic move from Level 7 to Level 8 as a result of market demand and the development of formal links with Further Education.

Progress to date on IADT's Compact targets is delineated in the following report. Colour coding progress indicators (PI) identify the progress made in each area against the 2016 indicators:

	Key Indicator already achieved or exceeded
	Substantial progress made, targets likely to be met
	Target not met or likely to be met for identified reasons

Signed.   
Dr. Annie Doona  
President

Date: \_\_\_\_\_

## 2. Excellent Teaching and Learning and Quality of the Student Experience

Excellent Teaching and Learning and the Quality of the Student Experience						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
Enhancement of an institutional policy framework for Teaching and Learning	IADT's Learning, Teaching and Assessment Strategy and the IADT Plagiarism Policy reviewed and implemented	Both key policies embedded in principles and practice across the Institute	Review and approval by Academic Council of revised Learning, Teaching and Assessment Strategy. Review and development of IADT Plagiarism Policy	<ul style="list-style-type: none"> <li>The third iteration of the IADT Teaching and Learning Strategy (T&amp;L) 2014-19, adopted by Governing Body in 2014, supports and enhances learning, teaching and assessment across the Institute.</li> <li>The 2<sup>nd</sup> iteration of IADT's Plagiarism Policy was adopted by Governing Body in 2014.</li> <li>Quality Assurance procedures support the T&amp;L strategy, and have recently been updated.</li> </ul>	Dissemination of IADT Learning, Teaching and Assessment Strategy for action by staff and students	Both key policies embedded in principles and practice across the Institute
				<b>Target Achieved</b>	Approval by Academic Council and implementation of revised plagiarism policy  Review of other policies as required	
Curriculum development, to embed the use of Technology Employability and Entrepreneurship as key themes for the next five years	Programmes have the key themes fully embedded	Themes embedded in programmes across the Institute as an output of Programmatic Review.	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	<ul style="list-style-type: none"> <li>The theme of the 2015 Programmatic Review in both Faculties is "Entrepreneurship, Employability and Engagement".</li> <li>Embedding technology is a key part of the programme delivery, including the use of Blackboard as a learning support.</li> <li>These themes informed the review of programmes carried out by the Faculties during Programmatic Review. Programmatic Review Panel Visits took place in April and May 2015.</li> </ul>	Strategy for the embedding of technology employability and entrepreneurship developed, e.g. through joint modules, joint projects review.	Themes embedded in programmes across the Institute as an output of programmatic

## Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
			part of Programmatic Review	<b><u>Target Achieved</u></b>			
<b>Development of a range of benchmarking criteria and framework for IADT in relation to Teaching and Learning</b>	Benchmarking strategies in place and results of benchmarking published	Mainstreaming of benchmarking practices across institute, results published Improvements in priority areas achieved	Institute Benchmarking strategy developed and key elements identified as part of Programmatic Review	<ul style="list-style-type: none"> <li>Key benchmarking metrics were identified for Programmatic Review for both Faculties.</li> <li>The current Programmatic Review has adopted these benchmarks as part of the Programmatic Review.</li> <li>PR Panel Visits took place in April and May 2015.</li> </ul> <b><u>Target Achieved</u></b>	Development of an agreed Institute-wide set of benchmarking criteria in place with priority areas for improvement identified and improvements quantified	Mainstreaming of benchmarking practices across institute, results published  Improvements in priority areas achieved	
<b>Provision of professional development for staff in teaching and learning</b>	Number of staff availing of supports identified by Faculty and programme analysed by Faculty and programme Number of staff taking LIN APD programmes at IADT and other accredited programmes in T&L (including staff being	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	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	<ul style="list-style-type: none"> <li>Strong focus on teaching and learning in staff development. 58 LIN Certificates achieved. 1 AIT Diploma.</li> <li>Strong participation at local, national and international level in seminars and conferences.</li> <li>Strong engagement in the National Forum for the Enhancement of Teaching and Learning.</li> </ul> <b><u>Target Achieved</u></b>	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	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	



## Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
<b>Improvements in retention and success rates for Level 7 programmes across the Institute</b>	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	engagement in relevant conferences				Maintain level of engagement in relevant conferences	
	Improvements in retention and success rates sustained	8% increase in retention and success rates at Level 7	Strategies for student recruitment and criteria for entry at Level 7 reviewed Strategies for improving retention rates documented	<ul style="list-style-type: none"> <li>Student retention continues to be a priority.</li> <li>The Faculties use, where possible, 1:1 interventions and ongoing monitoring.</li> <li>Faculty of Film, Art and Creative Technologies (FACT) has transitioned two existing Level 7 programmes to Level 8 as part of Programmatic Review.</li> <li>The Faculty of FACT has also launched a new Level 7 in Creative Music Production which thus far has a retention rate of 90%</li> </ul>	5% increase in retention and success rates at Level 7	8% increase in retention and success rates at Level 7	

## Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
				<ul style="list-style-type: none"> <li>The First Year Matters project has targeted retention from 1<sup>st</sup> to 2<sup>nd</sup> year. Level 7 retention rates increased by 10% to between 68 to 70% depending on the programme</li> <li>IADT has also established a Retention Task force to formulate strategies to remediate any downward trends in Retention.</li> </ul> <p><b><u>Target Achieved</u></b></p>			
<b>Review and development of programme assessment strategies</b>	<p>Programme assessment strategies that are clear to students.</p> <p>Assessment strategies that are fair, consistent and fit for purpose across all programmes</p>	<p>Assessment strategies that are fair, consistent and fit for purpose across all programmes</p>	<p>Annual review of programme assessment strategies by students, staff and external examiners</p> <p>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</p>	<ul style="list-style-type: none"> <li>Reviews take place at Programme Board level, External Examiner reports are tabled and feedback from key stakeholders considered.</li> <li>Programmatic Review considers external examiner feedback, assessment strategy; student workload, review of exam results, student feedback and employer feedback.</li> <li>Programme assessment strategies were comprehensively reviewed across all programmes in 2014 as part of the revalidation of all programmes prior to PR</li> <li>Programmes have been revalidated for another five year period. Programmatic Review Panel Visits took place in April/May – the Panel included industry</li> </ul>	<p>Annual review of programme assessment strategies by students, staff and external examiners</p> <p>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</p>	<p>Assessment strategies that are fair, consistent and fit for purpose across all programmes</p>	

## Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
				and academic experts.  <b>Target Achieved</b>			
<b>A range of Curricula projects and activities to support student community and civic engagement in place</b>	Increase in projects that support external community and civic engagement	Community/civic engagement embedded as coherent elements of IADT programmes as appropriate to the discipline/practice	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	<ul style="list-style-type: none"> <li>IADT has developed a Civic Engagement strategy.</li> <li>The QQI framework refers to "Competence Insight" acquiring a comprehensive internalised world view.</li> <li>The programme and module learning and the CA strategy aims to adopt and reflect this competence insight.</li> <li>A number of programmes have civic engagement modules or placements with a variety of partners including hospitals, community groups, computer clubs, charities and cultural institutions. FIS and SIAB projects in place.</li> </ul> <b>Target Achieved</b>	All programmes to have at least one project that demonstrates community/civic engagement as appropriate to the discipline/practice	Community/civic engagement embedded as coherent elements of IADT programmes as appropriate to the discipline/practice	
<b>Review and enhance the current systems for identifying and managing the students at risk</b>	Development of an evidence-based Institute-wide approach for working with students at risk. Students are aware of where to seek support	An integrated Institute-wide approach to identifying and managing students at risk	Identification of issues by programme, e.g. non-attendance rates, retention rates, dropout rates. Identification of current practice to	<ul style="list-style-type: none"> <li>Programme Teams track issues arising in the programmes including non-attendance, retention, deferral, drop out, as well as learning difficulties and other student related disabilities</li> <li>Disability Support Officer in place in 2014.</li> <li>First Year Matters initiative rolled out for</li> </ul>	Developing an overview of current practice across the staff involved and working to have an integrated Institute-wide approach	An integrated Institute-wide approach to identifying and managing students at risk	



## Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
	and how they will be advised and supported when they have difficulties		address this issue at programme, department and Faculty level as well as by Student Services	<p>2<sup>nd</sup> year with positive impact on 1<sup>st</sup> year retention reported.</p> <ul style="list-style-type: none"> <li>IADT has set up a working group to draft a Fitness to Study Policy. This will enable IADT to support students who are having difficulties with her studies due to medical or other reasons and which will put in place a system to support their return to college if they take a leave of absence.</li> </ul> <p><b><u>Target Achieved</u></b></p>			

### 3. Participation, Equal access and Lifelong Learning

Participation, Equal Access and Lifelong Learning						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
Promote and facilitate entry to and participation in our programmes and student life by mature students	Increased number of mature students as new entrants across all programmes	20%	18%	<ul style="list-style-type: none"> <li>11% mature students in 2014</li> <li>Mature Student Officer in the Student Union in place</li> <li>Mature Student Society thriving</li> </ul>	19%  See Section 9. Supporting Information	20%  See Section 9. Supporting Information 1
Promote and facilitate entry to and participation into our programmes and student life by students with disabilities	Increases numbers of students with disabilities as new entrants across all programmes	13%	12%	<ul style="list-style-type: none"> <li>9.6% - 56 students out of 581 new entrants (including students with disabilities).</li> <li>There are discrepancies in the way the HEA and IADT count students with disabilities. The HEA rely on voluntary disclosures.</li> </ul>	13%  See Section 9. Supporting Information	13%  See Section 9. Supporting Information
IADT involved in DRHEA widening participation proposal	percentage of students progressing into year 2 in level 8 programmes percentage of students progressing into year 2 in level 7 programmes	level 8 programmes - 90% level 7 programmes - 69%	level 8 programmes - 88% level 7 programmes - 67%	<ul style="list-style-type: none"> <li>Level 8 - 87%</li> <li>Level 7 - 74%</li> </ul> <p><b>Target Achieved</b></p>	Level 8 programmes - 89% Level 7 programmes - 68%	Level 8 programmes - 90% Level 7 programmes - 69%
Formalisation of access and progression links between Further	increase in number of FE colleges where formal links for	Formal links with 6 FE colleges where there are direct links to	Formal links with 4 FE colleges where there are direct links to	A number of formal links are in place including: <ul style="list-style-type: none"> <li><a href="#">Blackrock Further Education Institute</a> -</li> </ul>	Formal links with 5 FE colleges where there are direct links to IADT programmes	Formal links with 6 FE colleges where there are direct links to IADT

## Participation, Equal Access and Lifelong Learning

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
Education colleges and specific IADT programmes	direct entry into IADT programmes are in place	IADT programmes	IADT programmes	<p>(formerly Senior College Dun Laoghaire)</p> <ul style="list-style-type: none"> <li>• <a href="#">Arts with Business Management - FETAC level 6</a> – linked to Year 2 of DL822 BA (Hons) in Business Studies &amp; Arts Management</li> <li>• <a href="#">Business Studies - FETAC level 6</a> – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of Business (Hons) in Entrepreneurship &amp; Management (depending on results)</li> <li>• <a href="#">Retail Management &amp; Marketing – FETAC Level 6</a> – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of Business (Hons) in Entrepreneurship &amp; Management (depending on results)</li> <li>• <a href="#">Creative Multimedia - FETAC level 6</a> – linked to year 2 of DL836 BSc (Hons) in Creative Computing (depending on results)</li> <li>• <a href="#">Business Studies - Higher National Diploma</a> – linked to year 3 of DL701 Bachelor of Business in Entrepreneurship</li> <li>• <a href="#">Rathmines College Of Further Education - Advanced Certificate in Business - FETAC level 6</a> – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of Business (Hons) in Entrepreneurship &amp; Management (depending on results)</li> <li>• <a href="#">Gorey School of Art - Advanced Portfolio Preparation - FETAC level 6</a> – linked to year 2 of DL827 BA (Hons) in Art</li> </ul>		programmes	

## Participation, Equal Access and Lifelong Learning

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
				<ul style="list-style-type: none"> <li>• <a href="#">Dun Laoghaire Further Education Institute</a> – (formerly Dun Laoghaire College of FE)</li> <li>• <a href="#">Business Enterprise &amp; Management - FETAC level 6</a> – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of Business (Hons) in Entrepreneurship &amp; Management (depending on results)</li> <li>• In addition to the above awards, in general IADT will accept a FETAC Level 6 award as meeting the entry requirements for advanced entry to year 2 of a cognate programme, and will accept HND for advanced entry to year 3.</li> <li>• IADT has been approached by three further education colleges to put in place a formal MOU.</li> <li>• IADT also met formally with the Further Education College Principals in the region (April 17<sup>th</sup> 2015) for a brainstorming session on enhancing relationships with the Further Education sector</li> </ul> <p><b><u>Target Achieved</u></b></p>			

## 4. High Quality, Internationally Competitive Research and Innovation

High Quality, Internationally Competitive Research and Innovation						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
<b>Develop the academic staff engagement with research, development, innovation and enterprise</b>	Increase the overall level of funding for RDI and enterprise activity per academic staff.	€9,090 - RDI Funding per academic staff.	€7,087 - RDI Funding per academic staff.	<ul style="list-style-type: none"> <li>€8,800 – RDI Funding per full-time academic staff achieved</li> </ul> <b><u>Target Achieved</u></b>	€7,750- RDI Funding per academic staff.	€9,090 - RDI Funding per academic staff.
<b>Develop the level of RDI academic expertise.</b>	Increase the number of staff engaged directly in research, development, and innovation activities.	60 academic, researchers, and support staff.	50 academic, researchers, and support staff.	<ul style="list-style-type: none"> <li>50+ active academic, researchers and support staff.</li> </ul> <b><u>Target Achieved</u></b>	55 academic, researchers, and support staff.	60 academic, researchers, and support staff.
<b>Develop the level of postgraduate research activity in collaboration with GradCAM.</b>	Increase the number of postgraduate research students.	17	15	<ul style="list-style-type: none"> <li>15 MA/MSc by Research students registered, including 2 Brazilian students through the 'Science without Borders' initiative.</li> </ul> <b><u>Target Achieved</u></b>	16	17
<b>Enhance the Institute's level of RDI collaboration with industry partners.</b>	Increase the number of industry partnerships involving research or innovation.	25	15	<ul style="list-style-type: none"> <li>16 start-up companies in the Media Cube.</li> <li>Cube companies raised €14.39m in equity investment.</li> <li>30 EI New Frontiers Phase 2 participants (jointly with DIT).</li> </ul>	20	25



[illegible]

## 5. Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
To have a fully engaged campus with a range of engagements with enterprise and the community in place	Implementation of key local regional national and international enterprise and education policy	To be a fully engaged informed and connected campus	Extending enterprise and community engagement and knowledge exchange to new markets and communities	<ul style="list-style-type: none"> <li>Active membership and participation in IUA/IoTI Campus Engage initiative.</li> <li>Active engagement with local industry, social enterprise, community and the DLR Chamber of Commerce;</li> <li>Examples of Student Community Projects include: <ul style="list-style-type: none"> <li>Social Enterprise Project with National Rehabilitation Hospital (Enterprise students); an Altruism Project (Applied Psychology students); and FIS2:</li> </ul> </li> </ul> <p><b><u>Target Achieved</u></b></p>	Programmatic review validation informed with input from key external community and enterprise stakeholders.	To be a fully engaged, informed and connected campus.
To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets including Innovation Voucher participation.	Increase in the number of Innovation Vouchers completed	25	15	<ul style="list-style-type: none"> <li>15 Innovation Vouchers completed.</li> </ul> <p><b><u>Target Achieved</u></b></p>	20	25

## Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets including Springboard Labour Market Activation Initiative	Participation in Springboard Labour Market Activation initiative. Completion of Springboard initiative	1 Springboard Labour Market Activation initiative (if initiative is offered by HEA) Registration = 50 Completion = 95%	1 Springboard Labour Market Activation Initiative Registration = 42 Completion = 90%	<ul style="list-style-type: none"> <li>4 Springboard Labour Market Activation Initiatives completed to-date.</li> <li>2014/15 currently offering 2 Springboard initiatives for LMA.</li> <li>Registration – 45 students.</li> <li>Completion rate = 90%</li> </ul> <p><b><u>Target Achieved</u></b></p>	1 Springboard Labour Market Activation Initiative (if initiative is offered by HEA) Registration = 50 Completion = 90%	1 Springboard Labour Market Activation initiative (if initiative is offered by HEA) Registration = 70 Completion = 90%	
To develop mutually beneficial partnerships and collaborations within the educational sector, nationally and internationally, as well as with community groups	Annual growth in student internship/ placement agreements with employers – Ireland, Europe and USA 10% per year. Annual increase in Erasmus agreements by 10%. Increase in MOUs with external	Student placement/ internship agreements = 80	Student placement /internship agreements - 60	<ul style="list-style-type: none"> <li>Student placements – Faculty of Enterprise and Humanities offer placements in the majority of programmes – approximately 80 active placements.</li> <li>Faculty of Film Art and Creative Technologies has industry placements and placements in cultural institution eg IMMA</li> <li>25 Erasmus Institutional agreements</li> <li>MoUs in place with UCD, Sound Training College, and George Brown College, Ontario.</li> <li>MOU with Loras College, Iowa, USA.</li> </ul>	Student placement/internship agreements =70	Student placement/internship agreements = 80	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
	stakeholders – 3 per year			<p>Wexford Opera, (approximately 12 students); Draft MOUs are in progress with: National Rehabilitation Hospital, IMMA, Dun Laoghaire-Rathdown County Council Stalls project.</p> <p><b><u>Target Achieved</u></b></p>		

## 6. Enhanced Internationalisation

Enhanced Internationalisation						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
<b>Increase overseas and EU student recruitment</b>	Number of non-EU and EU students recruited	63 students (28 non-EU, and 35 EU students)	30 students (7 non-EU, and 23 EU students)	<ul style="list-style-type: none"> <li>65 students (15 non-EU, and 50 EU students)</li> <li>Increased focus on international student recruitment since the establishment of the Directorate of Creativity, Innovation and Research in 2013.</li> <li>Focused project links including 'Science without Borders', and Colleges Ontario</li> <li>A number of international strategies are in place.</li> </ul> <p><b><u>Target Achieved</u></b></p>	39 students (11 non-EU, and 28 EU students)	63 students (28 non-EU, and 35 EU students)
<b>Development of a network of international institutions, e.g. Erasmus, CILECT and ELIA.</b>	Number of formal international links operational	20 formal links with HEIs	10 formal links with HEIs	<ul style="list-style-type: none"> <li>27 formal links with 2 non-EU HEIs and 25 EU HEIs (Erasmus).</li> <li>Member of CILECT, Engage and ELIA.</li> <li>Partner in the development of an international Masters in Cinematography with Eastern European Partners.</li> </ul> <p><b><u>Target Achieved</u></b></p>	15 formal links with HEIs	20 formal links with HEIs
<b>Development of Faculty exchange programme Erasmus, Marie</b>	Number of staff and students on the programme	30 students and 4 faculty staff	10 students and 2 faculty staff	<ul style="list-style-type: none"> <li>Erasmus Exchange - 15 students and 3 staff.</li> <li>Development of staff exchange with</li> </ul>	20 students and 3 faculty staff	30 students and 4 faculty staff



Enhanced Internationalisation						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
Curie, and IOTI initiatives				<p>George Brown College Toronto, in the area of design.</p> <ul style="list-style-type: none"> <li>Summer School with George Brown College in development.</li> </ul> <p><b><u>Target Achieved</u></b></p>		

## 7. Institutional Consolidation

Institutional Consolidation						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
<b>Agree academic and research plan</b>	Agreed framework for teaching and research	Shared Academic and Research provision embedded across both HEIs	Memorandum of Agreement (MOA) regarding teaching and research signed Governance arrangements agreed for teaching and research Participation in joint teaching and research projects	<p>An MOU is in place with UCD since 2013.</p> <p>The partnership is evolving through ongoing discussions and has delivered on a range of projects, with others in the pipeline for example:</p> <ul style="list-style-type: none"> <li>• Collaboration between IADT, UCD and the Insight Centre for Data Analytics in the area of making data analytics accessible to users.</li> <li>• Joint IADT/UCD conference on Cultural Policy</li> <li>• Collaboration on research projects and potential development between UCD Medical School and IADT on the development of health literacy content for School in a Box.</li> <li>• IADT and UCD are also developing proposals for a Joint Masters in Film Production and Finance with UCD's Smurfit School of Business .</li> <li>• Development of "The inclusive Design Research Centre of Ireland at UCD" project including development of a jointly awarded taught Masters in</li> </ul>	Academic and Research Plan developed and published	Shared academic and research provision embedded across both HEIs

## Institutional Consolidation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016	PI
				<p>Creative Technology Innovation</p> <ul style="list-style-type: none"> <li>Educational and research collaboration between IADT, NCAD and UCD around Visualising environments – digital design and simulation</li> <li>Colloquium on exploring the relationship between Entrepreneurship, Gender, Identity and the State – IADT Department of Humanities and UCD Department of History (February 2015)</li> <li>Model-making at IADT working with UCD Veterinary School on designing kits for veterinary skills training</li> <li>Module sharing of Data Visualisation content for Autumn 2014 term</li> <li>Irish Journal of Arts Management and Cultural Policy, joint IADT/UCD editorship.</li> </ul> <p><b><u>Target achieved</u></b></p>			
<b>Integration of some academic provision</b>	Level of academic integration	Shared modules being delivered on a number of programmes	<p>Framework agreement regarding module sharing</p> <p>Joint supervision of PhD's extended</p> <p>Shared teaching</p>	<ul style="list-style-type: none"> <li>Joint supervision of PhDs is in train.</li> <li>Shared teaching is being piloted in 2014/2015.</li> <li>Staff have jointly run conferences and co-produced a journal.</li> </ul>	<p>Joint Master's programme developed and approved</p>	<p>Shared modules being delivered on a number of programmes</p>	

Institutional Consolidation						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
			piloted Joint staff publications	<ul style="list-style-type: none"> <li>Some joint publications are in place.</li> </ul> <p><b><u>Target Achieved</u></b></p>		
Explore strategic relationship, up to and including Recognised College	Attainment of Recognised College Status or other agreed formal relationship	Any changes to governance procedures of IADT and UCD implemented	Completion of a plan of action for the strategic relationship between UCD and IADT, up to and including Recognised College Status	<ul style="list-style-type: none"> <li>There are ongoing discussions between the two partners with plans for greater consolidation between the two institutions.</li> <li>IADT and UCD are still working towards greater development of joint awards and planning so as to facilitate discussions at Government level around the aim of the achievement of Recognised College status.</li> </ul> <p><b><u>Target Achieved</u></b></p>	Any new strategic relationship defined and approved by Department of Education and Skills and HEA	Any required changes to governance procedures of IADT and UCD implemented

## 8. Regional Clusters

Regional Clusters						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
<b>Development of Dublin/Leinster Pillar 1 Cluster</b>	Cluster and governance arrangements in place and functioning effectively	Fully functioning credit transfer system in place across the cluster	<p>Cluster in place with governance arrangements agreed</p> <p>Projects identified to focus initially on academic mapping and progression pathways</p> <p>Pathways map produced</p> <p>Project identified in research, conferences etc.</p>	<ul style="list-style-type: none"> <li>Cluster in place with governance arrangements agreed and in train. Cluster has met 4 times in 2014/2015.</li> <li>A number of projects have been identified in programme collaboration, research and development, academic and curricula planning. Funding bids currently in progress.</li> <li>Pathway mapping exercise has been completed and report produced.</li> </ul> <p><b><u>Target Achieved</u></b></p>	<p>Development of joint modules and programmes with credit transfer system across the cluster</p> <p>Joint supervision of Masters and PhDs in place</p> <p>Discussions re combining Pillar 1 and 2 on joint initiatives</p>	Fully functioning credit transfer system in place across the cluster
<b>Development of a thematic cluster involving higher and further education, and the creative industries sector</b>	Development of a thematic cluster involving higher education, and the creative industries sector	Development of Creative Dublin Alliance between HE/FE sector and creative and cultural industries to promote the initiative nationally and internationally	<p>Initial Mapping Exercise of HE/FE curricula, research and knowledge transfer offerings and links to creative and cultural industries completed.</p> <p>Consultation on potential benefits and opportunities of HE/FE Cluster</p>	<ul style="list-style-type: none"> <li>Initial mapping exercise completed. First report produced.</li> <li>Work ongoing regarding liaison with industry around the stakeholder groupings.</li> <li>Development of formal progression pathways in train around Creative Arts and Media</li> </ul> <p><b><u>Target Achieved</u></b></p>	<p>Development of database of HE/FE programmes, skill development opportunities, research, development, and innovation expertise completed</p> <p>Funding sources identified to support co-ordination of new programmes,</p>	<p>Development of Creative Dublin Alliance between HE/FE sector and creative and cultural industries to promote the initiative nationally and internationally</p>



Regional Clusters						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
			with key businesses, organisations and stakeholder groupings within the creative industries sector completed  Provisional Action Plan drafted and disseminated to HE/FE Cluster members and creative industries sector		graduate offerings, skill development initiatives, research development and innovation opportunities to the creative industries sector	
<b>IADT involved in DRHEA widening participation proposal</b>	IADT involved in DRHEA widening participation proposal	25% of new entrants from diverse groups	Pathway to progression map developed and disseminated  Increase in progression of students from target groups to 22%	<ul style="list-style-type: none"> <li>Developed as per Thematic Area above, now broadened to all discipline areas as part of Regional Cluster planned work.</li> <li>IADT current numbers of entrants across all programmes for diverse groups is currently around 23%</li> </ul> <b><u>Target Achieved</u></b>	Compacts with three schools established Articulation arrangements with three further education colleges established	25% of new entrants from diverse groups

Regional Clusters						
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progression towards 2014 target	Interim target, end 2015	Final target, end 2016
IADT's involvement in GradCAM extended and developed	IADT's involvement in GradCAM extended and developed	10 students accessing Masters programme and progressing to PhD provision	6 students enrolled on Master's programmes at GradCAM 5 staff signed up as GradCAM presenters and co-supervisors Design-based seminars at IADT as part of GradCAM	<ul style="list-style-type: none"> <li>IADT has been involved in GradCAM as founder and Board member since its inception.</li> <li>Currently students from Masters programmes at IADT are offered the opportunity to participate in GradCAM seminar series. IADT has an identified Fellow.</li> <li>Staff have delivered on the GradCAM PhD structured programme.</li> <li>Proposals are underway for Design-based seminars at IADT; however, there is a more detailed proposal re the future of GradCAM under consideration by the Dublin/Leinster Pillar I Cluster to involve both Dublin/Leinster Pillar Clusters.</li> <li>A number of strategic planning meetings are underway in GradCAM to broaden scope to be a national body and to reposition itself around design and media arts.</li> </ul>	<p>Eight students enrolled on GradCAM</p> <p>Three students progressing on to PhDs with GradCAM partners</p> <p>Design elements fully integrated into GradCAM programme</p> <p><b>See proposed amendment in Section 9. Supporting Information</b></p>	<p>Ten students accessing Masters programme and progressing to PhD provision</p> <p><b>See proposed amendment in Section 9. Supporting Information</b></p>

## 9. Supporting Information:

### 9.1 Introduction

Overall IADT has made excellent progress towards meeting our HEA Compact targets for 2014. Much of our feedback in the template indicates that we have met or exceeded targets set; we are also making significant progress towards our 2015 and 2016 targets and in some cases, have already exceeded those targets.

There are a small number of areas where we have indicated that the target has not been met or is not likely to be met for identified reasons. In most cases this lack of progress towards target is due to factors that may be outside of IADT's direct control or that arise out of changes in the Institute's direction post-Strategic Plan publication. IADT was mid-Strategic Plan development at the time of the signing of the Compact agreement, our new Strategic Plan was informed by the Compact discussions, but conversely has also been informing the Compact developments and resulting in some proposed changes. We have not commented on the areas that are indicated as green, the evidence for those and any commentary is outlined within the template. We have focused here on the small number of areas where we have indicated little progress towards target or target unlikely to be met. These fall into two categories, strategic amendments and numerical amendments.

### 9.2 Regional Clusters

The development of the Dublin/Leinster Pillar I Cluster was initially slow. Following more recent meetings there have been developments in train that led to KPIs identified by IADT being met; these include academic pathway modelling, programme mapping, and a series of collaborations around research and innovation.

IADT has a KPI related to GradCAM and its development, and a number of our Masters students are taking GradCAM structured modules as part of their own Masters by Research. We currently do not offer Level 10 provision; our strategy is to facilitate progression onto Level 10 from our Level 9 programmes into our partner organisations. GradCAM is currently without external funding and has been revising our strategic goals and mission and vision. One of the intentions is that GradCAM could form a cross-Dublin Leinster 1 and 2 cluster. The focus of GradCAM could change with less emphasis on the cross-institute structured programme, and more on the promotion of Level 9 and 10 research and development within the domains of creative arts and media. The shift in focus of GradCAM away from a primary focus in the structured programme has largely come about as individual institutions, including IADT, have developed accredited structured elements into their own postgraduate research programmes. Students and staff from IADT still participate in GradCAM seminars and events but with less of a focus on participation in the programme.

In light of these developments IADT would wish to revise the elements of our KPI that relate to numbers formally associated with the structured PhD at GradCAM.

Proposed Amendment

Current KPI 2015	Current KPI 2016	Proposed Revised KPI 2016
Eight students enrolled on GradCAM	Ten students accessing Masters programme and progressing to PhD provision	Strategic direction of GradCAM finalised with proposal for IADT future involvement agreed
Three students progressing on to PhDs with GradCAM partners		
Design elements fully integrated into GradCAM programme		

## 9.3 Amendments to Numerical Targets as a Result of External Factors and Strategic Realignment

### 9.3.1 Participation, Equal Access and Lifelong Learning – Mature Students

The current target for 2016 for the percentage of mature students as new entrants to IADT programmes as defined in the Compact, is 20%. Our actual figure for mature student participation in 2014 is 11%. There has been a decrease in the number of full-time mature students applying, both to IADT, and to other Institutes of Technology due to a decrease in funding available to students to support their study, and also more recently due to an upturn in the employment market. The increasing numbers of mature students accessing education through part-time Springboard programmes may also be a contributing factor. IADT predicts that we will maintain only a small percentage growth over the years to 2016.

Proposed Amendment

Current KPI 2016	Proposed Revised KPI 2016
20%	13%

### 9.3.2 Participation, Equal Access and Lifelong Learning- Student's with Disabilities

IADT currently has the highest percentage of students with learning disabilities in the IoT sector; we provide an impressive range and breadth of supports to help those students to achieve their goals. Our current stated Compact target for 2014 for participation by students with disabilities as new entrants across all programmes is 9.6%; our target for 2016 currently stands at 13%. We do not anticipate that we will meet that target. There is ongoing discussion between the HEA and IADT about how the figures for students with disabilities are calculated.

Proposed Amendment

Current KPI 2016	Proposed Revised KPI 2016
13%	11%

## 9.4 Benchmarking

IADT as a specialist institution looks to a variety of organisations and processes to benchmark our programmes, services and supports. We are aware that benchmarking against national and international practice requires careful consideration of a range of complex issues. International benchmarking between higher education system that have higher funding and preferential staff-student ratios is problematic. Notwithstanding, IADT has set ourselves a series of benchmarks that we utilise to measure our performance.

### 9.4.1 Programme Benchmarking

All undergraduate programmes are required to be revalidated every five years, in line with QQI national Quality Assurance Frameworks and Delegated Authority rules. The programme documents carefully map the specific programme and module learning outcomes in line with national validation requirements.

Programme and module learning outcomes are reviewed on a continuous basis by Programme Teams; the regular contribution of External Examiners from Ireland and abroad and key stakeholders (community and industry), play an important role in the benchmarking process. IADT's strategic aim is to have 10% of its staff operating as External Examiners and/or expert panel members within other Higher Education Institutions. IADT achieved this metric with a significant number of staff participating in external roles including External Examiners in other Institutes of Technologies or Universities, both here and abroad for example in the UK and Slovenia. The external engagement of staff with other higher educational institutions and specialist bodies helps IADT keep current and informed about key issues impacting on teaching, learning and assessment in higher education, as well as the labour market trends and technical and transferable skills.

## **Retention**

We map our retention rates from Level 7 and 8 progression against other IOT's. We compare favourably with retention rates at Level 7 and at Level 8. In some of our programmes where there is strong competition for places, we have retention rates of up to 90%.

Student surveys provide useful feedback, in addition to feedback gained from our own focus groups run internally and as part of Programmatic Review. Feedback on the student experience at IADT is generally very positive with our interdisciplinary approach, strong, industry relevant progress, quality of our lecturers and a comprehensive range of services provided for students with learning disabilities mentioned as strengths.

Two programmes at IADT also have professional accreditation through the Psychological Society of Ireland and Engineers Ireland, the application for such professional recognition enable us to benchmark our provision against industry and professional standards.

Our annual Graduate Destinations Surveys demonstrate strong employability for example IBM in Ireland recently set up their first design centre in Ireland, with ten out of the twelve graduates they were engaged came from design and technology programmes at IADT.

## **Staff Profile**

The level of Staff qualifications at IADT is high with a higher than sectorial average number of staff with PhD and Masters qualifications. Staff are active in publishing in peer-reviewed journals, and publish conference papers, articles and books (both as authors in their own right, and as contributing authors of chapters for books). IADT also has the highest percentage of female leaders and managers in the higher education sector in Ireland.

## **Staff Achievement**

Staff achievement at IADT is high with many staff winning awards, commissions, prizes, competitions etc. Staff also work as curators, industry consultants, advisors, experts, designers, all testament in benchmarking terms to the high calibre of our staff.

## **Student Achievement**

Students and graduates of IADT also enter for and win many national and intentional awards; recent examples include the CIMA Global Business Challenge, The Irish Film and Television Awards, The Design History Prize and Sports Photographer of the Year, Hennessy New Irish Writing Competition and Royal Television Society.

## **External Panel Participation**

IADT staff fully engage and participate in external panel reviews, interview boards, evaluation boards, etc. Staff also participate as expert panel members in Programmatic Review, External Validation panels, again both here and abroad for example in Lithuania, Estonia and the UK.

These activities serve as benchmarks for external staff engagement and facilitate staff to keep current in their discipline and to develop relevant and valuable links with external bodies.

Examples of external panel participation include:

- QQI Programme Validation Panels (members and Chairing)
- Programmatic Reviews
- Institutional Reviews
- Quality Assurance reviews
- Recruitment Panels
- Research Seed Fund Panels
- Mentoring panels
- Evaluation Committees
- PhD examiners
- Master's Degree examiners
- External Examiners

### **Membership of Relevant Bodies**

IADT also has membership or significant professional association with a number of relevant organisations, including:

- Arts Marketing Association
- CILECT
- European Foundation for the Improvement of Living and Working Conditions – network
- GEECT
- GLAD (The Group for Learning in Art and Design)
- Psychological Society of Ireland

In a number of these international organisations IADT is the only Irish member in the higher education sector. Our participation in these organisations informs the continuous review process, programme development, labour market trends, and provides a forum for engagement and exchange as well as an opportunity for staff to benchmark their contribution to their discipline nationally and internationally.

IADT has a number of benchmarking metrics already in place and is continuing our progress in this area.

## 10. Institutional Profile 2016/2017

### Institutional Profile: IADT Profile 2016/17

STUDENT NUMBERS										
Entrants						Graduates				



## DISCIPLINARY MIX

First Year Full-time Undergraduate New Entrants			Doctorate (All modes)		
	No.	%		No.	%
General Programmes			General Programmes		
Education Science			Education Science		
Humanities & Arts	281		Humanities & Arts		
Social Science, Business & Law	267		Social Science, Business & Law		
Science	42		Science		
Engineering, Manufacturing & Construction			Engineering, Manufacturing & Construction		
Agriculture & Veterinary			Agriculture & Veterinary		
Health & Welfare			Health & Welfare		
Services			Services		
Combined			Combined		
<b>Total</b>	<b>590</b>	<b>0%</b>	<b>Total</b>	<b>0</b>	<b>0%</b>

## PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)			(% of New Entrants)		
	No.	%		No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	275	10%	Mature Entrants (Full-time Undergraduate)	74	13%
Participants in Labour Market Activation (Springboard/LMA)	70		Estimate: Entrants with Disability (EAS)	65	11%
Regional Intake (% of Full-time Enrolments)			Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)		0%
from the institution's county		0%			
from the institution's county and bordering counties		0%			

## INTERNATIONALISATION

International Students (Full-time)* (% of Full-time Enrolments)			Erasmus Students Outgoing (excl. work placements) Erasmus Students Incoming (excl. work placements) Other Exchange Students		
	No.	%		No.	
	85	4%		31	
EU	38	2%			
Non-EU	47	2%			
International Students (Part-time)* (% of Part-time Enrolments)			* Note: international enrolments <i>exclude</i> exchange students		
	No.	%			
	0	0%			
EU		0%			
Non-EU		0%			

## TEACHING AND LEARNING

### Non-Progression Rate from 1st to 2nd Year

	Level 6	Level 7	Level 8		Level 6	Level 7	Level 8
	%	%	%		%	%	%
Education				Engineering (excl. Civil)			
Healthcare				Construction & related			
Combined & Other Disciplines		34%	13%	Services			
Soc. Sci., Business, Law, Arts, Humanities		34%	13%	Computer Science			
Science & Agriculture & Veterinary				<b>Total</b>		34%	13%

## RESEARCH AND KNOWLEDGE TRANSFER

No. of Doctorate Graduates per 10 Academic Staff	<u>No.</u>		<u>No.</u>
		Licence agreements (institution - private industry)	
	<u>No.</u>	Spin-out companies created	
Priority Patent Applications			
Total Patents Granted			
Invention Disclosures			

## STAFF

	<u>No.</u>	<u>%</u>
<b>Core Staff</b>	<b>191</b>	<b>100%</b>
Academic Staff	117	61%
Support staff	74	39%
<b>Contract Research &amp; Specialist Staff</b>	<b>25</b>	<b>100%</b>
Academic Staff	15	60%
Support staff	10	40%
<b>Total Staff</b>	<b>216</b>	<b>100%</b>
Total Academic	132	61%
Total Support	84	39%

## FINANCIAL DATA

	<u>€ 000</u>	<u>%</u>
<b>Total Income</b>	<b>21,968</b>	<b>100%</b>
State Grants	7,550	34%
Fees	9,418	43%
Exchequer	2,170	10%
Non-Exchequer	7,248	33%
Research Grants & Contracts	1,200	5%
Other Income	3,800	17%
<b>Total Expenditure</b>	<b>20,385</b>	<b>100%</b>
Core - Pay	12,900	63%
Core - Non-Pay	6,300	31%
Research Grants & Contracts - Pay	675	3%
Research Grants & Contracts - Non-Pay	510	3%