

Strategic Dialogue Cycle 2

HEI Self Evaluation Report

Institute of Technology Blanchardstown

June 2015

This report describes progress at the Institute of Technology Blanchardstown towards its Mission Based Performance Compact as agreed with the HEA in February 2014. The report has been prepared in the context of the on-going preparation with our partners Institute of Technology Tallaght and Dublin Institute of Technology for an application for designation as a Technological University. As such the Institutes are engaged in a process of alignment and development of joint strategies and approaches across all academic areas, and, consequently, we have taken a shared approach to the self-evaluation of section 1 **Regional Clusters**, section 4 **High quality, internationally competitive research and innovation** and section 7 **Institutional consolidation**.

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To be an active participant, through the Dublin Technological University Alliance (DTUA), in the Dublin/Leinster Pillar II cluster, so as to enhance ITB's contribution to Dublin's regional development.	Number of active collaborative initiatives	Four initiatives, namely: 1. DRHEA 2. The Green Way 3. The Global City Innovation Initiative, 4. The Creative Dublin Alliance.	Maintain current engagements	<p>ITB along with its partners DIR and ITT have continued to develop its 'sub-cluster' i.e. the TU4D Alliance as the agreed activity regarding the overall contribution of the development of the Dublin/Leinster Pillar II. Progress made in this regard is provided in Appendix A.1.</p> <p>The specific collaborative initiatives with which ITB and its partners sought to maintain engagement are given here:-</p> <ol style="list-style-type: none"> 1. <u>DRHEA</u> - effectively ceased to exist as a formal network once funding concluded. However, ITB has maintained relationships and some of the activities conducted under the initiative. An example is given in the Appendix A.1. 2. <u>The Green Way</u> initiative has been progressed on several fronts and DIT has been an active leader and participant in many of the initiatives. Examples are given in Appendix A.1. 3. The <u>Global City Innovation Initiative</u> has naturally aligned with other initiatives, including 'Activating Dublin'. 		Maintain current engagements Plus engagement in 1 new active cluster-wide collaborative initiative	

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
				4. The objectives of the <u>Creative Dublin Alliance</u> have been advanced by the current Chief Executive, Dublin City Council (DCC), by mainstreaming activities within DCC where possible and although the network has discontinued in its original form, we have continued to engage with DCC and others in progressing the Dublin city agenda.			

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Increasing our use of flexible modes of delivery, including on-line and blended approaches at all levels	Number of modules on programmes supported by Moodle.		At least 1 module in 60% of programmes.	Have exceeded target. Data source is based upon analysis of number of modules using Moodle, which is maintained as a central resource.	At least 1 module in 70% of programmes.	At least 1 module in 80% of programmes.	
Achieve a steady rate of growth in student numbers on the ITB campus of DTU	Increase in student numbers	3313 (2012 – 2013).	3412	3354, as per Programme and Budgets return to HEA, off target due to slight decrease in first year intake.	3821	4144	
Achieve a year-on-year increase in overall student retention rates	Registration : completion ratio	64%(2012)	65%	Achieved target of 65%, as per internal analysis of student progression (details of workings available on request). A number of initiatives are underway to improve retention. In particular a pilot mentoring programme was run for some first year students this year, which is being extended to all first year students in 2015-2016. In addition, during recent Programmatic Reviews of all programmes the first year experience of students was emphasised.	67%	69%	

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Integrate student feedback into teaching and learning strategy).	Course boards analyse student survey results and assess necessity for change.	Existing policy for consideration of student feedback by course boards and student membership of course boards.	Submit analysis of data from Irish National Students Survey 2013 to course boards. Select 3 programmes as pilots programme for systematic analysis and change implementation.	All programmes at ITB underwent Programmatic Review in Academic year 2014-2015 (reports will be published publically in line with Institute policy in due course). As part of that all programmes were asked to consider results of INSS, amongst other inputs, in redesign of programmes for next 5 year cycle. Work remains to be done, however, on how best to extract information from INSS to guide our usage of feedback.	Submit analysis of data from Irish National Students Survey 2014 to course boards. Select 3 additional programmes for systematic analysis and change implementation.	Submit analysis of data from Irish National Students Survey 2015 to course boards. Ensure systematic analysis change implementation.	

3. Excellent teaching and learning and quality of the student experience¹

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Incorporating multiple modes of delivery into all programme design	Number of modules on programmes supported by Moodle.		At least 1 module in 60% of programmes.	On target, have already exceeded this figure.	At least 1 module in 70% of programmes.	At least 1 module in 80% of programmes.	
Develop an effective student feedback on line mechanism.	Course boards analyse Irish National Student survey results and assess necessity for change.	Existing policy for consideration of student feedback by course boards and student membership of course boards	Submit analysis of data from Irish National Students Survey 2013 to course boards. Select 3 programmes as pilots programme for systematic analysis and change implementation.	All programmes at ITB underwent Programmatic Review in Academic year 2014-2015. As part of that all programmes were asked to consider results of INSS, amongst other inputs, in redesign of programmes for next 5 year cycle. Work remains to be done, however, on how best to extract information from INSS to guide our usage of feedback.	Submit analysis of data from Irish National Students Survey 2014 to course boards. Select 3 additional programmes for systematic analysis and change implementation.	Submit analysis of data from Irish National Students Survey 2015 to course boards. Ensure systematic analysis change implementation.	

¹ As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Contributing to the development of the teaching profession by putting methods in place to disseminate whatever good practice exists across ITB and giving those who have been really innovative, visibility and a platform for their work	Publicise relevant material.	First publication of Teaching and Learning Innovations report in 2012.	Continue to publicise relevant material the Teaching and Learning Innovations report in relation to ITB.	Carried out as planned, with report recently published.	Continue to publicise relevant material the Teaching and Learning Innovations report in relation to ITB.	Publicise relevant material in relation to DTU.	
ITB benchmarking itself against relevant peers in other countries				On track for implementation in 2015	Full participation in U-Map.	Full participation in U-Multirank.	
Training staff professionally	Number of development days per staff member.	2012: 2 days per person per year	2.5 days per person per year	2.5 days per person achieved.	3 days per person per year	3 days per person per year	

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Stimulate research, development and innovation activity with strong links to industry and the public sector	Number of research students	12	14	As per HEA returns, March 2015, ITB had 18 students taking postgraduate studies by research.	16	16	
	Research and technology transfer: number of innovation vouchers awarded	6	10	4 carried out in 2014. The number of innovation vouchers carried out has decreased. A discussion on this is provided in Appendix 4	12	15	
	Research and technology transfer: number of invention disclosures	2	3	1 invention disclosed. ITB continues to carry out research leading to invention disclosures. However, the targets as expressed in the Compact are over-optimistic (e.g. we expect 2 in 2015)	4	5	
	Enterprise: Number of companies supported through New Frontiers	37	50	50 companies supported. (22 of which supported by Joint ITT-ITB programme).	56	64	
	Enterprise: Number of companies supported through the LINC	65	70	105 companies supported in 2014	72	75	

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Develop diverse range of civic engagement community partners.	Number of community partners involved.	14	20	Over 60 partners have been identified at this time, including in areas such as sports coaching for local schools, working with schools to promote women in technology, working with schools to promote science, working with local councils to promote horticulture and enterprise, working with local hospitals etc.	20	22	
Develop capacity for community based research ² among civic engagement community partners and other community services.	Number of community based research initiatives classified by academic staff and student modules involved	1 Staff ³	2 staff	4 staff members identified at this stage.	3 staff	3 staff	
		50 Student modules ⁴	53 Student modules	75 student modules	55 student modules	57 student modules	

² Community Based Research relates to primary research that is undertaken in collaboration with the community or community services. Alternatively, the work could be an analysis of community related data, which is already in existence, to assist in greater understanding of community challenges. An example of this would be the analysis of demographic data by electoral area in Dublin 15.

³ Relates to staff teaching a module or supervising research for a dissertation or conducting their own research.

⁴ This is the sum of the products of modules offering a Community Based Research component and the respective number of students who engaged in such research related activity.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Responsive to labour market and skills needs by systematically seeking feedback from employers on the value and relevance of graduates' skills; and by acting appropriately on such feedback	Compare programme learning outcomes with top three recommendations of National Employer Survey	Review most recent report.	Course boards assess and report on implications of the most important finding in the National Employer Survey.	Pilot National Employer Survey was considered as part of recent Programmatic Review at ITB. However, 2014 survey was only recently published, too late to be considered as part of that process. It can be used next Academic year.	Course boards assess and report on implications of the two most important findings in the National employer Survey.	Course boards assess and report on implications of the three most important findings in the National employer Survey	

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Increasing numbers of international students in partnership with third level providers in India, China, Canada, Brazil and Malaysia and other countries	The proportion of students (expressed as %) who register for studies at ITB who are living outside Ireland.	2012: <1%	2%	For 2013-2014 academic year, International student numbers were 2% of our student body, as per our returns to the HEA in March 2014.	4%	6%	

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Enhance ITB's and its partners national and international positioning through appropriate designation, mergers and collaborations	Establishment of a Dublin technological university with formal designation, with TU4D Alliance partners, DIT and ITT	<ul style="list-style-type: none"> • MOU in place • Proposal to HEA regarding positioning within the HE landscape submitted and accepted by Minister • Programme plan for TU4D development in train 	Detailed planning completed	TU4Dublin Implementation Plan submitted May 2014		<ul style="list-style-type: none"> • Implementation of priority actions within TU4D programme plan • Application for designation as a Technological University 	
			Implementation of priority actions within TU4D programme plan (to be finalised, but likely to include):-	Details on individual items are provided below. Some observations are provided in Appendix A.7			
			- Establishment of a Curriculum Commission (to finalise audit of common provision, develop DTU programme characteristics, review pathways for DTU provision for levels 6,7,8)	The Curriculum Commission has been established. An audit of existing programme portfolio has been completed. The portfolio of graduate attributes has been identified In relation to common provision, the disciplines associated with Architecture, Engineering and Construction (AEC) have prototyped a process to help align the cross-campus disciplinary provision.			
			- Development and implementation of 1 st Year Experience (FYE) strategy	The development phase of the FYE strategy is completed. Focus of the implementation will be through a range of FYE initiatives to be launched in 2015/16.			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			- Establishment of joint Graduate Research School	The joint Graduate Research School (GRS) has been established with representation from each of the three institutions. Students from the three partners are now registered in the GRS.			
			- Development and implementation of Structured PhD programme	The Structured PhD programme was successfully validated and approved by DIT Academic Council in 2014 with pilot modules rolled out in 2015. Consolidation of the TU4D doctoral education aligned with the national doctoral framework is a key focus of the joint Graduate Research School.			
			- Delivery of joint technology transfer measures	As in section 5			
			- Joint prospectus and entry in CAO handbook/ website	On review it was agreed that a joint prospectus would be confusing for applicant students in advance of the legal merger of the 3 TU4Dublin partners. However, a common communication has been included in each of the three prospectuses and on the website, alerting prospective students to the development. A copy can be seen in Appendix A.7			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			- Development and delivery of a joint internship programme	A cross institutional work group is in place and is developing a joint TU4D model for work placement/service learning/internship and will be reporting its findings by the end of 2015. The experience of the STEM internship programme (involving the 3 partners) will be drawn upon in this regard.			
			- Joint marketing to international student markets -	A joint marketing strategy is in development and entails co-operation between the partners in relation to e.g.: <ul style="list-style-type: none"> • student recruitment including agreement to a unified fee structure; • development of common marketing materials; • transfer of ITB agency agreements to DIT and • development of an agreed marketing plan in each region. 			
			- Finalise mapping of professional services functions; develop action plan and implement initial key actions	An initial mapping of professional services functions is complete and a range of functional groups have been formed with a focus on issues related to the merger of the 3 partners. Integration of these functions forms part of the project to develop an organisation design appropriate to a technological university. The project is underpinned by an extensive engagement process involving to date (end May 2015) approx. 60 workshops with 200 managers from the TU4Dublin partners			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			- Scoping of DTU Digital Campus	<p>The scoping of the project is underway and involves:-</p> <ol style="list-style-type: none"> 1. Finalising an agreed vision 2. Determining and prioritising user requirements 3. Completing the audit, assessment and gap analysis of current systems & people capability 4. Developing and implementing a detailed plan, including budget and communications <p>The approach as described has been informed by engagement with potential technology partners/providers including IBM, Gartner, Tata, Ellucian, Educause and potential partner universities. It is anticipated that phased implementation of agreed deliverables will commence in the first half of 2016.</p>			
			- Finalise a DTU financial model	<p>A high-level I&E breakdown for the merged entity has been projected. Further work, including sensitivity analysis is currently underway.</p> <p>An internal resource allocation framework for the merged entity is in early stages of development and it is anticipated will be agreed ahead of the legal merger.</p> <p>Appropriate transition arrangements in relation to funding are being considered with a view to engagement as appropriate with the HEA</p>			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
			- Continue work with the multi-party forum to agree key actions to achieve a 'Workplace of the Future'	<p>A 'Safe Space' Forum for dealing with HR & IR-Related matters comprising the three Institutes and the four recognised Trade Unions (IMPACT, TUI, SIPTU and UNITE) is in place. It is operating with agreed terms of reference under the auspices of the Labour Relations Commission.</p> <p>As part of the arrangement, a representative from IMPACT has been seconded to the project to facilitate engagement as may be required and arrangements have been made to buy-out time of TUI members to participate in different working groups.</p>			
			- Agree and put in place a framework/structure for engagement with the collective DTUA student body	There has been positive engagement between the 3 student unions and the TU4Dublin partners. This engagement includes an agreed representative of the 3 SUs joining a key 'Academic Matters' working group and agreement that a student will join the TU4Dublin Support Team as early as possible in the 2015-2016 academic year.			

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summa
			<ul style="list-style-type: none"> Amalgamation of DIT, ITB and ITT within a suitable legal vehicle in preparation for application for Technological University designation 	<p>Real progress on this item is completely dependent on the TU legislation being in place. However, preparation work for three aspects of a unitary organisation (Governing Authority, Academic Council, Organisational structure) is proceeding, albeit with completion of each piece being delayed due to the absence of legislation. Once timing of enactment of the TU legislation becomes clearer, more rapid progress towards completing these pieces of work can be made.</p> <p>The TU4D Alliance emphasises the critical nature of the timely passage of legislation to substantial progress being achieved on the target and to the momentum being maintained amongst colleagues, students and other stakeholders towards the development of this new technological university.</p>			

Appendices

Appendix 1. Regional Clusters

1. TU4Dublin

Within the Performance Compacts, it has been agreed that the focus of the work of DIT, ITB and ITT in terms of cluster development is the significant consolidation of the partners in creating the TU4Dublin. The list below provides a summary of some key achievements in the development of this 'sub-cluster'/TU4D Alliance to date.

A Guiding Framework for the Sub-Cluster

- Further to the TU4Dublin Steering Group, operating successfully since April 2011, a Support Team was formally established in January 2014
- A wide range of Working Groups across the partners have been addressing issues of governance, organisational design and curriculum development.
- The TU4Dublin Implementation Plan was submitted, May 2014, and formally approved as the basis to proceed to Stage 4 of the TU designation process.

A Framework for the consistent collation, analysis and application of institutional data

- An Institutional Data Working Group is in operation
- An Institutional Research Analyst with responsibility for coordination of data, data protocols and data analysis across the Alliance is in place
- A joint Programme Catalogue for the TU4D has been developed
- Initial analysis of programme provision within the TU4D portfolio has been conducted. This helps to inform a numbers of areas of decision-making, including academic planning.

Graduate Research School

- A Director of Research, Enterprise & Innovation Services, with responsibility across the Alliance, is in place
- A single unified Graduate Research School has been established
- A Structured PhD programme has been developed and validated, and pilot modules have been rolled out.

A Transformative Curriculum

- A TU4D curriculum model has been developed
- The TU4D Curriculum Commission has been established to support academic planning and programme coordination
- A pilot initiative, in the disciplines of architecture, engineering and construction, was launched and has been working to progress the alignment of the Alliance's programme provision in this area

Governance & Organisation Design

- A draft Competency Framework for a Governing Authority for TU4Dublin has been crafted and is open for consultation
- A framework for a common academic calendar has been agreed
- The mechanism to develop common academic policies and procedures has been agreed
- A proposal for operation of Academic Council for Cluster after merger has been tabled for approval at DIT Academic Council, and noted by ITB Academic Council.
- A proposal to enable the graduands of ITT and ITB to receive DIT awards post merger has been approved
- Substantial development work on the TU4D organisation design, including the academic groupings, has been conducted

Professional Services

- Interim arrangements (pre and post merger) for the HR, Finance and IT Services have been developed
- Library Services have agreed arrangements for student access to library services across the Alliance
- Mapping of the Student Services function has been done and an action plan is in development

Appendix 2. Participation, equal access and lifelong Learning

As stated in the Compact, in Dublin 15 and its environs demographic changes indicate a significant future increase in demand for third-level education. In the population as a whole there is a greater desire to engage in lifelong learning. This is driven by economic and social factors. Our focus is on meeting these aspirations by providing innovative and flexible possibilities in education.

Strategic Objectives

In pursuit of an economically viable and diverse student population we have stated in the compact that we will:

- Achieve a steady rate of growth in student numbers on the ITB campus of DTU;

ITB has increased student numbers broadly in line with projections (short on target by 60 students). However, increases in student numbers for 2015-2016 and beyond will be limited by resources, in particular staffing, where the limits imposed by the Employment Control Framework curtail our capacity to increase student numbers. Consequently, although we still anticipate some growth in student numbers in 2015-2016, we do not expect to reach the numbers projected in the Compact.

- In partnership with others, achieve a mix of new admissions among school leavers, job seekers, industry, international and graduates in the DTU catchment area; Maintain our strategic intent as outlined in our admissions policy to admit non-standard students including mature students, students from socio-economically disadvantaged backgrounds and students with special circumstances, including disabilities.

ITB continues to offer existing programmes, and develop new ones, that suit these different student profiles.

The table below gives an analysis of the composition of our student body under some of the headings mentioned above.

CAO Nett Acceptances Statistics 2014 (15/10/14)

CRS	TOTAL	Mature	Deferral	FETAC	REACH	Med	LC	% mature	% FETAC	LC%
BN001	18		2	1	1		14	0%	6%	78%
BN002	27	10	2	5			10	37%	19%	37%
BN003	15	2	0	5			8	13%	33%	53%
BN009	25	4	1	1			19	16%	4%	76%
BN010	19	2	0	3			14	11%	16%	74%
BN011	39	15	2	17			5	38%	44%	13%
BN012	28	1	2	1			24	4%	4%	86%
BN013	49	12	2	5	3		27	24%	10%	55%
BN014	41	2	0	5			34	5%	12%	83%
BN015	42	2	0	2			38	5%	5%	90%
BN016	65	1	4	7			53	2%	11%	82%
BN017	24	1	0	3			20	4%	13%	83%
BN020	27	10	0	12		1	4	37%	44%	15%
BN021	32	14	1	7			10	44%	22%	31%
BN022	21	6	0	4			11	29%	19%	52%
BN025	17	0	0	9	2		6	0%	53%	35%
BN030	29	1	0	13	2		13	3%	45%	45%
TOTAL S	518	83	16	100	8	1	310	16%	19%	60%

CRS	TOTAL	Mature	Deferred	FETAC	REACH	Med	LC	% mature	% FETAC	LC%
BN101	21	2	1	2			16	10%	10%	76%
BN103	12	5		2			5	42%	17%	42%
BN104	46	13		2			31	28%	4%	67%
BN107	69	25	1	22			21	36%	32%	30%
BN110	8	1		0			7	13%	0%	88%
BN111	69	10	3	12	1	2	41	14%	17%	59%
BN112	43	10	1	4			28	23%	9%	65%
BN113	10	3	0	0			7	30%	0%	70%
BN114	23	5	0	3			15	22%	13%	65%
BN115	31	7	0	13			11	23%	42%	35%
BN117	8	1	2	1			4	13%	13%	50%
BN118	67	4	2	12			49	6%	18%	73%
BN120	25	10	0	2			13	40%	8%	52%
BN121	22	1	1	0			20	5%	0%	91%
TOTAL S	454	97	11	75	1	2	268	21%	17%	59%
TOTAL S	972	180	27	175	9	3	578			
								19%	3%	18%
								1%	0%	59%

- Taking into consideration the particular social and economic challenges of our student cohort, achieve a year-on-year increase in overall student retention rates by responding

to the particular challenges of our student cohort. In particular, we will address the mode of delivery of the first year of academic programmes and the provision of universal supports targeted to the needs of individuals, including Implementing recommendations arising from the work of the Transition to Higher Education group in ITB (first year experience);

ITB has increased its retention figures in line with targets. As part of recent Programmatic Reviews of the School of Informatics and Engineering, and the School of Business and Humanities, staff were asked to pay particular attention to improving the first year experience, in the context of our work on Re-Imagining the Curriculum as part of our efforts in the TU4Dublin initiative, which exercise involved benchmarking our programmes, and delivery mechanisms, against international and national norms. The reports from both schools will be available published publically on the ITB website in due course. In addition ITB has piloted a peer-mentoring programme to improve first year retention, which, after the initial pilot, is to be rolled out across all of first year for 2015-2016. The peer mentoring programme at ITB was recently presented at the European First Year Experience Conference in Bergen, Norway. Compared to other programmes of a similar nature internationally this programme was hailed as setting a new standard for peer mentoring programmes. In particular, the programme at ITB is the first, either in an Irish context or elsewhere, to have been assessed quantitatively and that has been demonstrated, as much as it is possible to do so, to have a positive impact on attrition and academic attainment.

- Embrace the principles of universal design in support services and the learning environment; Incorporating the principles of universal design into programme and services design and delivery; Develop our knowledge and skill relating to universal design;

We are now partnering with the Centre of Excellence in Universal Design to develop a range of Professional Development resources to assist academic and support service staff adopt the principles of Universal Design in their work. This initiative will be part of the first Universal Design in Education Conference – 12th and 13th November Printworks, Dublin Castle 3015.

- Increasing our use of flexible modes of delivery, including on-line and blended approaches at all levels;

ITB uses on-line delivery tools to complement our face-to-faces classes, in particular Moodle, which is, at this stage, used on the delivery of over 1000 modules per academic year at ITB. Moodle growth at ITB remains strong with close to 1100 modules now supported by a VLE presence. The site generates almost 7.5 million page views per academic year and is now a core part of the delivery of all academic programmes in the institute. ITB performs well in terms of VLE proliferation and usage of online virtual classroom technologies in the support and delivery of academic programmes. For example from September 2104 to June 2015, 98 modules delivered over 3762 hours of online lectures to learners at the institute.

In addition ITB offers programmes in Engineering, Computing, Horticulture and Business where on-line delivery (to part-time students) is the primary mode of delivery of material.

- Increasing numbers of international students in partnership with third level providers in

India, China, Canada, Brazil and Malaysia and other countries;

ITB has increased our International numbers in line with projections, and anticipates approximately 100 International students for 2015-2016.

- Provide staff development activities and resources to build the necessary skills to: manage the diversity of our student population more effectively;

At ITB, Staff Training & Development is focussed on the enhancement of existing skills and knowledge , while supporting the development of staff talents and abilities towards the needs of a Technological University. This encompasses new technologies along with the achievement of relevant, higher qualifications.

- Develop an awareness and understanding of the nature and scope of research as it applies to the Institute.
 - o *Please see Appendix section 4*

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

As an academic institution we committed to excellence in education – this will be achieved by ensuring by enabling all our learners to advance in their chosen careers and personal ambitions. The Institute has aligned teaching, learning and assessment initiatives with the work plan submitted as part of the TU4Dublin project plan. In particular the objectives of the foundation theme - Re-imagining Our Curriculum recognises the key dimensions of teaching and learning that forge the students encounter in higher education.

Our general approach to teaching and learning will consist of four elements:

- Preparation and empowerment;
- Discovery and opportunity;
- Practice and application;
- Consolidation and reflection.

There will be an increased emphasis on preparation and empowerment to remove obstacles that might inhibit student success.

Curriculum Model:

This curriculum model that underpins this work is shaped by many factors (social, political, economic, organisational, cultural and individual). The curriculum model engages stakeholders at several levels from the academic community, administrative and support staff to curriculum development committee members, quality assurance, student services and support, external stakeholders- including professional bodies, Government departments and agencies, industry, community, alumni etc. This broad inclusive approach to stakeholders recognises the formal, informal and co-curricular dimensions of the evolving curriculum model. The model identifies a number of principles that guide the academic activity of the university these include:

1. **A commitment to knowledge creation, research and scholarship:** our academic programmes are founded on the research and scholarship of ITB's academic community; a culture of continuous review, improvement and service in all areas will be necessary. The retention of Delegation of Authority will provide a framework for meeting these challenges.
2. **A strong focus on higher technical education:** our programmes focus on the application of knowledge, research and scholarship; ITB must also build on its emerging strengths in applied research, development and innovation. Strength in these areas will be essential to developing the teaching capability of academic staff, to enhancing their capacity to nurture creative and innovative minds, and to the maintenance of relevant and stimulating curricula.
3. **Student–Staff Relationship:** the creation, delivery and monitoring of our programmes recognises the role as a professional who uses their judgement in managing the interaction with their students;
4. **Student-centred:** The Institute recognises that we must offer greater flexibility in the content and delivery of programmes. Developing a reputation for learner-centred excellence in teaching and in parallel, maximising the flexibility of modular course design and the system of accumulation of credits will be important.

Organisational agility, responsiveness to the needs of students from a range of educational and employment backgrounds, and quality of teaching and support will be key requirements. Our competitive advantage will come from *how* we provide education. It will be embedded in the relationship between student and staff member. Maintaining a culture that enables and supports this relationship will require ongoing attention.

5. **Student Engagement & Connectedness:** the student experience relates to the quality of the engagement with academic, administrative and support staff as well as their interaction with fellow students, external communities and potential employers. This connectedness is promoted through a range of learning experiences which include:
 - a. supporting students make the transition to higher education
 - b. developing a range of initiatives targeting the 1st year experience
 - c. ensuring all programmes provide *placement* opportunities for each student and promote the development of professional skills;
 - d. by encouraging International student and staff mobility across University programmes. Internationalisation of the curriculum will be a feature of programmes;
6. **Stakeholder Influence:** The Curriculum Model recognises the many stakeholders who have an interest in our Curriculum. These stakeholders range from regulatory authorities such as various Government Departments, State agencies, national and international policy groups and advocates, community groups, city and county council, representative organisations, alumni, business etc. This inclusion of stakeholders will be characterised by:
 - e. The use of *Industry Advisory Boards*
 - f. The use of *Campus Engage* groups which reflect evolving needs of the community groups;
 - g. The use of *Professional Bodies* that reflect the needs of particular professions such as engineering , optometry and environmental health;
 - h. The use of University governance groups such as Academic Council and its Sub Committees;
7. **Integration & connectivity across core activities:** The Curriculum Model aims to draw together, where possible, core institute activities of learning and teaching, research and engagement within the curriculum. All students will through their undergraduate education be encouraged to develop strong research skills as part of their programme.
8. **Pedagogy:** Within the Curriculum Model there is a strong focus on pedagogy that supports the learning outcomes and graduate attributes being sought. Application of knowledge will be a major focus of programmes. Integrating intellectual, professional and personal attributes with a view to ensuring that each graduate is prepared for life. Supporting and encouraging excellence in teaching practices and methodologies is vital, as is flexible programme design and delivery across all programmes.

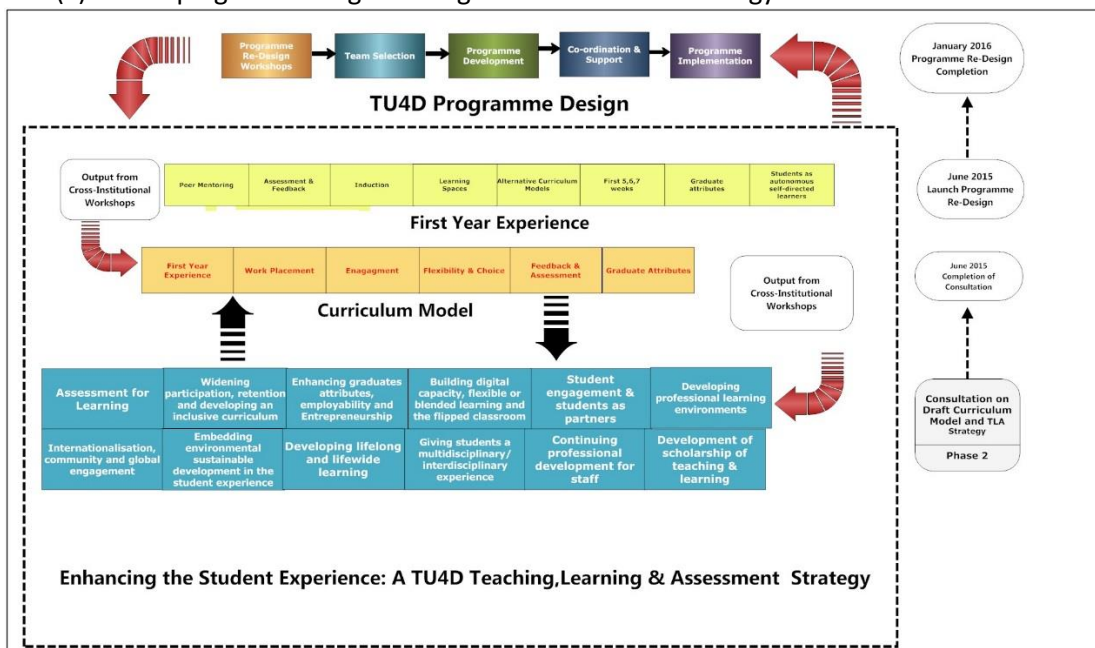
Strategic Objectives

In further developing our model of teaching and learning we will prioritise the emerging activities related to the TU4D Curriculum Model:

- Be agile and responsive to the diverse needs of our targeted learners while paying special attention those making the transition into third-level education;
- Actively identify, develop, promote and apply pedagogical best practice;

- Embrace the principles of universal design in the learning environment;
- Attain a culture of quality and continuous improvement that is characterised by responsiveness to feedback from students and other stakeholders;
- Ensure that staff are actively involved in research, development, scholarship and innovation;
- Enhance our technical capability to support the virtual campus and align the physical campus with this;
- Provide enhanced learning opportunities for all our people working in ITB;
- In conjunction with our TU4D partners, introducing new and innovative models of postgraduate education to include professional masters and doctoral programmes;
- Increase student voice within the Institute;
- Undertaking the measures needed to achieve flexibility in student learning, including advancement of innovative teaching models.

In particular for the Academic Year 2015/16 the key strategic themes are (i) the First year Experience and (ii) Developing a Teaching Learning and Assessment Strategy



Appendix 4. High quality, internationally competitive research and innovation

The TU4Dublin Alliance is committed to pursuing use-inspired, goal-oriented research and discovery that contributes to human knowledge and well-being that produces commercial and public impact and benefit. Our strategy seeks to build sustainable research across the Institutes, positioning it as an important source of research and discovery and contributing to the economy and society. Our strategic objectives for research are to:

1. Concentrate and consolidate research activity, including PhD study, in fields of verifiable strength and national significance;
2. Ensure greater integration between research and innovation, and teaching and learning;
3. Strengthen and embed technology/knowledge transfer and entrepreneurial activity in all research activities.

ITT, ITB and DIT serve as leading centres for the advancement of research, commercial innovation and enterprise development within their regions, combining to make the TU4Dublin Alliance a compelling contributor to the well-being of the greater Dublin region and to society as a whole.

Research is consolidated around four research areas or pillars:

- Environment, Energy and Health
- Information, Communications and Media Technologies
- New Materials and Devices
- Society, Culture and Enterprise

Our strategy is to organise research into four Research Institutes bringing together researchers within broadly complementary and cognate fields of inquiry from across TU4D. Each Research Institute is aligned primarily with, but not confined to, one research area, building on research capacity and capability. Research Institutes facilitate collaborative links between researchers, research centres and groups in order to build critical mass in distinctive fields of endeavour. Each Research Institute will act a formal, recognised part of the TU4D research infrastructure providing for the optimal deployment of resources and ensure the best possible profile for research impact.

Performance to date shows good progress in consolidation of research themes, in growing research student numbers, in developing a Joint Graduate Research School, engagement with industry and in knowledge transfer. New initiatives include support for key research staff, consolidation of research activity within signature research themes, investment in post-doctoral positions, and targeted measures to increase competitiveness in national and European funding, all of which have been implemented as of 2015.

New research facilities, notably, the Environmental Sustainability and Health Sciences Institute (ESHI), and co-location of incubation facilities at the heart of the new Grangegorman campus are coming on stream, creating enhanced capacity through the provision of vital new infrastructure to support sustainable and competitive funding proposals.

Specific to the ITB performance targets, we have the following comments:

1. The number of Innovation Vouchers has decreased. The reason for this is that historically we have dealt with SMEs who were looking for specific areas to be addressed that were not core to their business but because of the lack of funding available to the SME sector they saw this as an opportunity to look at new markets through new products or enhancing existing products. As the economy increasing the SMEs are not looking at these areas in as great a volume as they did. As the remit for how the vouchers has become clearer we now recommend to companies to specify the work to be completed with the partner before they apply for the voucher – this has increased the lead time for applying for the voucher but ensures the time on the project is very focussed.
2. ITB's LINC (Learning and Innovation Centre) offers incubation facilities and support for start-ups as well as entrepreneurial development support through the Enterprise Ireland –funded New Frontiers programme. The programme provides training in all areas of business including financial management, market research & validation, business process, patenting, product development, sales training. New Frontiers is offered in three forms: Phase 1 (Testing the Business Idea), Phase 2 (Business Planning) and Phase (developing the Business plan for scalability and sustainability).
3. The LINC is a crucial interface between ITB and industry and connects ITB and its skills and expertise with the significant business community in the Blanchardstown and Dublin region (e.g. IBM, Symantec, PayPal, eBay, Digiweb/Viatel, Bristol-Myers Squibb, Damovo Ireland, Ericsson, Dublin Airport Authority, BH Consulting, Cloudium, Safefood 360). Its focus is on high-tech knowledge based companies. Knowledge transfer and

commercialisation activities at ITB are fully integrated into ITB's strategic plan. Through the LINC ITB supports companies with access to students for placements, access to academic expertise through innovation vouchers and consultancy projects, access to undergraduate and postgraduate programmes, access to enterprise support services through the incubation space at the LINC, the New Frontiers enterprise platform programme, the JumpStart annual competition, drop-in clinics for areas such as IP, knowledge sharing seminars in areas such as funding for start-ups, HR for start-ups, governance and IP to name but a few areas.

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

ITB as part of DTU sees itself as being interdependent with, rather than separate and aloof from, its multiple stakeholders, and its approach to engagement will be informed by this principle. The quality and depth of engagement will be embedded as a university-wide defining characteristic of TU. Student engagement is fundamental to optimally developing the potential of each student. Integrating the student into the life of the university and involving them in educationally relevant, beyond-class experiences is very important. In DTU our approach to student engagement will adhere to the following principles:

- Active learning;
- Supportive learning environments;
- Learning as a shared responsibility;
- Student involvement in academic quality assurance processes;
- Enriching educational experiences;
- Informed by DTU internal knowledge of capabilities;
- Involvement as part of community.

Engagement with the community and wider society will be embedded within DTU through building strong relationships. Capitalising on our existing strengths, the curriculum will incorporate course-based collaborative service-learning or community-based learning projects which will enrich learning and strengthen communities. DTU will become a focal point for its surrounding communities and will contribute to the direction of public policy.

DTU will continue to build targeted and structured relationships with key leading edge companies and organisations. The multi-faceted Corporate Partnership Network will be a coordinating mechanism in that regard and will help support the development of meaningful strategic relationships with multinationals, SMEs, indigenous organisations, agencies, professions and representative groups across a range of designated sectors.

From a benchmarking perspective ITB is involved with CampusEngage, a national network to promote civic engagement as a core function of Higher Education on the island of Ireland (<http://www.campusengage.ie/>), Engineers Ireland Steps Programme, Science Foundations Ireland Scifest programme, and others.

ITB has, through the TU4Dublin Organisation Design consultation, in consultation with colleagues from DIT and ITT Dublin, developed a model of a Civic Engagement Implementation Partner, which it is proposed going forward will manage Civic Engagement at both a strategic and implementation level.

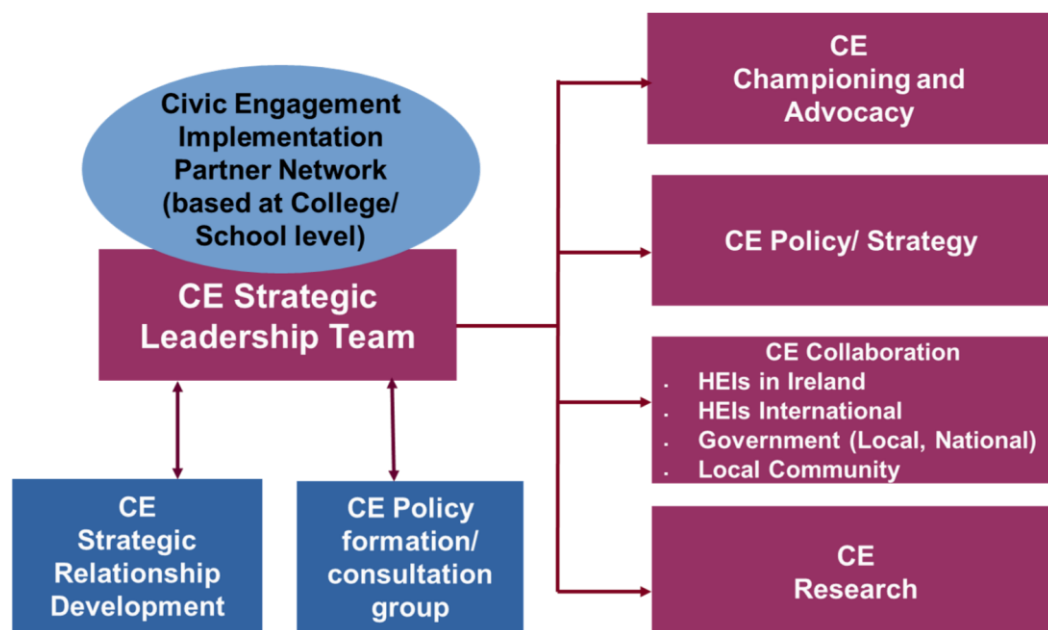
Figure 3⁵ below identifies core elements of a HEI structure at a strategic level. The Strategic CE Leadership team d CE policy and strategy and to assess on an ongoing basis the efficacy of the policy and strategy in line with emergent needs in the domains of Teaching & Learning, Commercial/ Industrial Engagement, Knowledge Exchange and Research. The leader of this team would report to a senior executive (e.g. Vice President Level) of the HEI while the team would be fully accountability on a functional basis to the schools/ colleges of the HEI through the Civic Engagement Implementation Partner¹⁸ (CEIP). Key outputs

⁵ This model has been developed based on work done as part of the TU4 Dublin Organisation Design consultation process with colleagues from DIT, ITT Dublin and ITB. ¹⁸The role of the CEIP is outlined in the next section.

from the CE Leadership team are illustrated in Figure 3. Furthermore to ensure full integration of CE within the curriculum, a member of the CE Strategic Leadership team would be an ex-officio member of Academic Council. Thus programme design and review and QA aspects impacting on CE could be championed.

The CE Leadership Team would engage on a consultative basis with a key group of stakeholders who would be motivated and have the relevant competencies and availability to assist in specifying and advise on appropriate aspects of CE. The Leadership would also be integrated with a team of Civic Engagement Implementation Partners who would be based at school/ college level of the HEI. The next section of this paper specifies the role of the CEIP. Core outputs from the policy strategy team are illustrated in Figure 3.

Strategic Civic Engagement within HEI



Within ITB Des Moore (SL3) is Head of Civic Engagement at ITB, with team members implementing civic engagement across all departments. A recent publication of the ITB Journal (ITB Journal Issue Number 26, December 2014, <http://www.itb.ie/files/journal/issue-26.pdf>) gives a snapshot of some of our efforts in the field, and also articulates more precisely our policy development in the area (Civic Engagement: Strategic and Implementation perspectives within a Higher Education Institution).

Examples of Civic engagement at ITB include

Coderdojo

Initially beginning in Ireland, CoderDojo is a non-profit organisation that has grown rapidly into a global network of community based programming clubs. Mentors teach coding skills to young people aged between 7 and 17. All classes are free of charge and clubs operate entirely on a volunteer basis. The first Dublin 15 based CoderDojo began just over two years ago and continues to thrive during weekend sessions held at The Institute of Technology Blanchardstown (ITB), which offers the use of its premises and resources for the sessions. This paper will chronicle the involvement of ITB staff and students with the CoderDojo, Dublin 15 branch from its inception. How the various contributions of all parties lead to a highly successful collaboration that ultimately led to classes becoming self-sustainable as a local facility for Dublin 15 children. Furthermore, this collaboration not only yielded benefits for the young people

encountering coding for the first time, but spotlighted the previously untapped skillset of computing students and staff to engage in civic outreach in the wider community.

James Connolly Hospital Blanchardstown 2012-2015

This project involved the complete redesign, clearance, renovation and replanting of two large courtyard gardens within the main hospital complex to provide therapeutic gardens for patients, staff and visitors. The gardens were funded by hospital budgets, and the Irish Hospice foundation. ITB's contribution included equipment, machinery and staff and student effort.

ICT Learning Network

The ICT Learning Network in ITB is an initiative to support the Further Education Sector in the ICT area, and carries out the following roles and functions:

- It manages the main Academy Support and Instructor Training Centre in Ireland on behalf of the Cisco Networking Academy. There are currently 26 Further and Higher Education institutions in Ireland obtaining this support and Instructor training.
- This unique relationship with the Further Education institutions allows suitable qualified students from this sector to progress to Higher Education IT courses in ITB.
- The awards designed by the function have been very successful in obtaining Springboard, ICT ACCEL and EU Globalisation funding for industrially certified courses in IT, and will welcome a further 64 students to ITB in September 2015.

Appendix 6. Enhanced internationalisation

In partnership with others within the region, and in particular with consideration with our partner colleges in the DTU alliance, ITB will achieve a mix of new admissions among school leavers and job seekers, from industry, from other countries, and from graduates in the DTU catchment area. (Ref. ITB Strategy 7.1.4.). In particular ITB will increase numbers of international students in partnership with third-level providers in India, China, Canada, Brazil and Malaysia and other countries (Ref. ITB Strategy 7.2.2). This will also result in new approaches to generating revenue from alternative sources *and* will be critical as will cost reduction (Ref. ITB Strategy Section 10).

ITB has, to date, met its targets with regard to recruiting International students. However ITB increased its intake under the *Science Without Borders* Brazilian scholarship for September 2015 and has done so by 50% on the 2014 intake.

Specific initiatives with our partners ITT and DIT include a joint marketing strategy is in development and entails co-operation between the partners in relation to e.g.:

- student recruitment including agreement to a unified fee structure;
- development of common marketing materials;
- transfer of ITB agency agreements to DIT and
- development of an agreed marketing plan in each region.

We expect a period of consolidation in International student recruitment at ITB whilst that joint marketing approach is developed and rolled out, and, consequently, may not make the targets for International student recruitment in 2015-16.

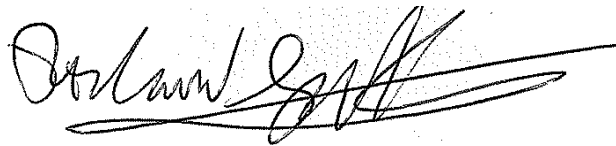
Appendix 7. Institutional consolidation

• TU4Dublin

The development of the TU4Dublin is a very ambitious and exciting opportunity for the three partner institutions involved and indeed for Irish higher education. Along the journey to date there have been several learnings. Included here are some observations with regard to recent developments:-

1. A significant milestone in the development of the project was the coming together of the Governing Bodies of the three Institutes to discuss, debate and reflect on issues that would inform the creation of what is hoped to be the first technological university in Ireland.
2. To consult with and engage staff there have been briefings, meetings and workshops to ensure that inputs into the process are reflective of the full range and diverse range of insights and perspectives.
3. The Presidents and senior colleagues within the three Institutes have provided personal commitment to advance this large and complex change project. The Steering Group, comprising the three Presidents with an independent Chair, meet at least weekly to monitor progress, take key decisions and champion progress as required.
4. The large number of colleagues involved, with legitimate diversity of views, may obviously be quite challenging in such a change process. However, the Steering Group put in place the 'Safe Space' mechanism, to enable such diversity of views to be recognised and brought forward in a structured way. Each of the Presidents continues to meet with different groups of colleagues and there is full commitment to continuing to do so throughout the process.
5. Experience from Aalto University, Finland and elsewhere, has reiterated the need to 'communicate, communicate and communicate' whilst on this journey of development. To support this goal, the Alliance has put in place additional resources to the existing communications teams targeted on enhancing TU4D communications efforts. Currently, in addition to briefing sessions and meetings, there are weekly e-newsletters provided to staff and regular use of social media. The additional resources will elevate this activity even further.
6. External engagement is also a feature of the work of the Steering Group and colleagues, by building awareness with the media, industry and other stakeholders.
7. In April 2015, the TU4D Alliance hosted a joint symposium with Canadian higher education colleagues, focused on 'Higher Education in Transformation' (<http://www.highereducationintransformation.com>). This allowed a great sharing of knowledge and benchmarking and provided invaluable insights, concepts and approaches for the development of TU4D.
8. The TU4D Alliance has received some funding for the development of this important initiative and this has been very helpful in stimulating progress. It recognises, however, that such transformations do require substantial investment and additional funding will be required if national policy is to be addressed and the needs of future students are to be met.
9. One major concern of the TU4D Steering Group is that of the TU legislation and the difficulty involved in maintaining momentum amongst colleagues and other stakeholder for this critical initiative whilst the progress of the legislation continues to be delayed. The TU4D calls on all who have the power to do what is possible to move this on as quickly as possible.

Signed

A handwritten signature in black ink, appearing to read 'Richard Gallery', with a long horizontal flourish extending to the right.

Richard Gallery, Registrar, Institute of Technology Blanchardstown

Monday, 22 June 2015