

## Appendix 8 : SPD submission to HEA re Landscape



### HEA Landscape Document

### Response from St Patrick's College

July 2012

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## Introduction

St Patrick's College is a centre of excellence in teaching, learning and research in education and the humanities. Established in 1875 as a Catholic college for the education of teachers, it is the *alma mater* of a large proportion of Ireland's primary teachers. Its graduates have made a distinguished contribution to Irish schools and Irish children as well as to the wider educational, social, cultural and political life of the country. In recent decades the College has grown and developed: today there are more than 2,600 students on twenty different programmes in education and humanities at undergraduate and postgraduate level, up to and including EdD and PhD. The largest of these programmes is the BEd degree which currently has a student enrolment of c. 1200. The programme has recently been reconceptualised and restructured and its duration extended to four years from 2012, in accordance with the guidelines of the Teaching Council.

In 1993, St Patrick's became a College of Dublin City University. All College programmes are accredited by DCU, and all students of the College are students of the University. This linkage has been an important catalyst in the development of College programmes. Under the terms of a supplementary agreement signed in 2008, the College and the University are committed to building on their relationship and, in particular, to the further development of the education/humanities dimensions of the University.

St Patrick's College is a publicly funded institution under the aegis of the HEA. Over the years, it has responded to the changing educational needs of Irish society in the areas of teacher education and the humanities and will continue to do so. This submission provides a short overview of the College's current position in the Higher Education landscape and its preferred strategic direction for the future within Dublin City University. The latter is the focus of ongoing discussion and is subject to the ultimate approval of the relevant stakeholders, including the respective Governing Bodies, the Catholic Archbishop of Dublin, the HEA and the Minister for Education.

This submission should be read in the context of two other recent College documents – *Céim ar Chéim, Strategic Plan 2012-15*, adopted earlier this year, and the College submission to the Review of the Structure of Initial Teacher Education (May, 2012). Both documents are included herewith as appendices.

*Céim ar Chéim* was finalised before the commencement of substantive discussions with the University in relation to consolidation and, in that aspect, has been overtaken by more recent developments. However the plan clearly articulates the current mission of the College and identifies six core educational values and the pillars on which they rest. The College is committed to sustaining and developing a learning community in which these values prosper. The plan also outlines nine strategic priorities (listed below) and related key actions which, *inter alia*, seek to reconcile the demands of the immediate financial context with the need to protect quality and plan for the future. The College is conscious of the need for accountability and transparency and the need to benchmark its performance. To that end, *Céim ar Chéim* identifies key performance indicators linked to its strategic priorities by which its success or otherwise may be measured.

The College submission to the Review of the Structure of Initial Teacher Education provides a comprehensive account of the College's existing programmes, activities and aspirations in the area of education supported by detailed quantitative data. It describes the College's role in leading innovation in teacher education and in particular its response to societal change, national priorities, and system need.

The current process of strategic dialogue is set against the background of a challenging financial environment. Nonetheless, the College looks to the future with some confidence. Completion of the long awaited campus development plan in 2014 will renew the College's infrastructure, and provide state-of-the-art facilities for teaching, learning and research worthy of a leading educational institution in the twenty first century.

## 1. Mission

The following mission statement was agreed by the Academic Council and Governing Body of the College as part of a strategic planning process which involved extensive internal and external consultation:

The mission of St Patrick’s College is in teacher education across the continuum, and in the humanities. We espouse the importance of education as a humanising, transforming and holistic practice. A publicly-funded higher education institution in the Catholic tradition, the College is inclusive, welcoming and respectful of those of all religious and secular traditions. We seek to create a community of learning which achieves excellence in teaching, research and community engagement, while cherishing diversity, promoting equity, and fostering Irish language, culture and heritage.

The College mission in education embraces the continuum of teacher education including initial, induction, early and continuing professional development for teachers. Historically, the emphasis in College programmes has been largely, although not exclusively, on primary teacher education. Arising from proposed consolidation of expertise and resources across the University and the linked Colleges, it is envisaged that in the future the College will contribute through the Institute of Education to teacher education at early childhood, primary, secondary, further and higher education levels.

### 1.1 Educational Values:

In pursuit of this mission, the College embraces the following core educational values:

Academic Excellence	Human Rights and Democratic Practice
Centrality of the Student	Equality and Social Justice
Education for Human Flourishing	Environmental Care

These rest on four supporting pillars:

<b>Sustainability</b>	<b>Engagement</b>	<b>Collaboration</b>	<b>Innovation</b>
in relations with the physical environment	with diverse learning communities	with internal & external communities	in College structures, policy & practice
in the development of College communities	with research & scholarship	with schools & partners in education	in teaching, learning and research
in planning, development and resourcing	with the local community and with culture and society	through clustering for strength with local, national and international partners	in programmes and courses
	with national priorities & system need	characterised by mutuality & democratic practice	in digitally enhanced learning & flexible modes of delivery

## 1.2 Strategic Priorities

The strategic priorities identified in the College Strategic plan are as follows:

- **Renew and Extend Programmes:** In pursuing its distinctive mission in teacher education and the humanities, and in responding to the current and future needs of Irish society, St Patrick's College will continue to review and extend its programmes at undergraduate, postgraduate and continuing professional development levels in collaboration with DCU and other partners.
- **Respond to National Priorities and play a lead role in Teacher Education and the Humanities:** In collaboration with DCU and other partners, the College will expand its influence as a lead institution in the field of teacher education across the continuum and in the humanities, leading national debate in these areas, contributing to policy and shaping practice, while responding in a timely manner to national needs and priorities in key areas such as flexible and lifelong learning.
- **Build Partnerships and Alliances:** The College will enhance its relationship with DCU and build partnerships and alliances at community and sectoral level with other higher education institutions, with schools and with other relevant organisations, nationally and internationally, and enhance its contribution to the community.
- **Ensure Quality and Promote Excellence:** The College will promote quality and excellence in all its programmes and activities and will develop resource and funding strategies to underpin this, and maximise sustainability and joint initiatives. Our graduates will be recognised for being flexible and creative, innovative and skilled, intellectually rigorous and reflective.
- **Enhance the Learning Environment:** Building on its well-established tradition of excellence in teaching and learning, the College will provide students with a supportive, intellectually challenging and coherent learning environment. It will enhance the educational, social, cultural and artistic experience of students and engage actively in University-wide and national initiatives in this area.
- **Embed Inclusion, Diversity and Sustainability:** St Patrick's College will promote and embed inter-culturalism, human rights, social inclusion and care for the environment in College policy, programmes, processes and partnerships.

- **Expand Research Capacity:** Working collaboratively with colleagues across the University and externally, St Patrick’s College will develop the research capacity of the institution in key strategic areas, in order, *inter alia*, to inform policy and shape practice in the area of its mission.
- **Develop College Infrastructure, Organisation and Funding:** The College will review and enhance its infrastructure, organisation and funding to meet the challenges of future development.
- **Promote Staff Training, Development and Well-Being:** In responding to evolving needs at a time of rapid change and diminishing resources, the College will support a wide-ranging programme of training and professional development for staff across the institution, to assist them in the performance of their duties and to enhance their well-being.

### 1.3 Teaching & Learning

St Patrick’s College has as long-established tradition in teaching and learning. The College is committed to updating and developing its contribution in line with its mission in the area of education and the humanities.

*Céim ar Chéim* identifies strategic actions in relation to national and other priority areas, which include literacy, numeracy and STEM education generally, Irish language, special and inclusive education, and access. The range of options available on the Colleges EdD programme will be broadened accordingly.

A significant increase in on-line, blended learning is anticipated, complementing wider university initiatives in the area. With the roll out of the new Teaching Council policy in relation to the continuum of teacher education and the requirement for professional development across the teaching career, there will be a significant growth in part-time, in-service courses at postgraduate certificate, diploma and degree level. The College has already developed a flexible structure to facilitate such work. This will have an impact on student profile.

These developments are not contingent on the institutional consolidation envisaged below. Progress on the latter front will significantly enhance the potential for development.

#### 1.4 Research Activity

St Patrick's College has an established reputation in the area of research and a distinguished record of publication. The College is committed to the principle that higher education should be research-led, research-informed and research-oriented. To this end, it has invested heavily in staff capacity through professional development and support for doctoral research, and through providing institutional structures to promote a research culture. The College thereby hopes to bring about an increased staff engagement with national and international research schemes, such as those provided by the Irish Research Council (IRC) and other European schemes like HERA (Humanities in the European Research Area). The proportion of staff with doctorates has risen steadily and has now reached the university average of 75%.

Since its establishment in the College in 1966, the Educational Research Centre has planned, executed and disseminated research and evaluation studies in education which have contributed to a greater understanding of learning and teaching. The work of the Centre, which has focussed on national assessments of achievement, a number of major international studies, evaluations of initiatives and new programmes, test development and critical analysis of issues in education, has profoundly influenced policy and practice. The status of the Educational Research Centre as a major international research centre in its field needs to be protected and enhanced.

The College is a leading centre of research in education and the humanities in Ireland. In addition to the ERC which has a well-deserved international reputation, Education and Humanities Faculty staff are research-active in key areas including literacy, STEM education, assessment, language learning, human rights and citizenship, educational disadvantage, special and inclusive education, educational policy and leadership, digital humanities, Irish history and culture. The processes and outcomes of these research projects inform teaching across all programmes, ensuring that programme content reflects current thinking and contemporary research. Staff publications have grown significantly over the past decade and faculty members publish regularly in national and international peer-reviewed journals.

#### Research Output 2006-2010

Type of Publication	2006	2007	2008	2009	2010
Books	18	11	21	9	18
Conference Proceedings	2	5	2	2	2
National Surveys/Commissioned Reports	13	6	8	13	17
Academic Journals Edited	4	4	4	5	6
Essays/Chapters in refereed Journals/Books	46	62	76	71	88
Textbooks/Syllabi/Tests	7	13	6	1	10



### **1.5 Regional Engagement**

Historically, St Patrick's College has a national remit in the area of teacher education and draws its students from all parts of the country. While this has changed somewhat in recent years for a variety of reasons, the College remains a national institution in a real sense and is recognised as such.

Within that context, the College has sought to increase its engagement with and service to the local and regional communities. The College works closely with a number of local area-based partnerships in relation to educational disadvantage. The Educational Disadvantage Centre is actively engaged with schools, community organisations and other agencies.

### **1.6 Knowledge Exchange**

Generating and sharing knowledge and understanding is central to the role of the College. The interface between research, teaching, learning and knowledge transfer is of particular importance. The College is well placed to conduct and disseminate basic and applied research. Its research agenda in education and the humanities will continue to be tangible and focussed and to support critical research perspectives in relation to policy and practice, as well as contributing to language, culture and society more generally. The more competitive environment for research funding underlines the need for partnerships and collaborations such as the Colleges of Education Research Consortium (CERC), and the Centre for the Advancement of Science Teaching and Learning (CASTeL).

The campus houses a Teacher Education Centre and the College is actively involved with Teacher Education Centres nationally. It supports professional networks of teachers such as IATSE (special education) and similar groups in areas including physical education SESE, language, mathematics, early childhood. These and the well-established networks of schools nationally will be utilised to facilitate long-term knowledge transfer, particularly in the context of expanded provision of continuing professional development.

### **1.7 International Orientation**

St Patrick's College participates actively in the Erasmus programme and in the Comenius network. It has institutional linkages with a large number of relevant European institutions. The College leads or participates in a number of Erasmus Intensive Projects. The number of students participating in the BEd and BA international programmes has grown in recent years. While the number of outgoing students is modest, it is hoped that the extension of the BEd programme may facilitate an increase.

The ERC works closely with the OECD, World Bank and other international agencies in the area of measurement and testing. The College leads a number of international initiatives, notably the Zambia-Ireland Teacher Education Partnership which involves all the Irish primary teacher education colleges. It has a professional development agreement with the University of Prishtina, Kosovo and participates in others initiatives including the Réalt programme. The College has links with a number of US institutions, including University of North Colorado, Notre Dame, SUNY and Chico, California and intends to develop these.

The College has few fee paying international students. *Céim ar Chéim* proposes increased activity in this area, particularly in the context of increased CPD and on-line activity and in relation to year abroad students from the US.

## 2. Student Profile

Projections in this section are based on current programmes and numbers. They do not take account of developments arising from the consolidations outlined elsewhere in this document. In arriving at these projections, the College has attempted to take account of anticipated areas of national need relating to its mission in teacher education across the continuum, and in the humanities.

### Current College Programmes (2011/12)

PROGRAMME	Enrolment	Level	ECTS	Duration
<b>Bachelor of Education (BEd)</b> <b>Bachelor of Education (International) (4 Years)</b> A professional degree which prepares students to become primary teachers. Graduates are entitled to seek registration with the Teaching Council.  <i>A four-year full-time BEd programme (ECTS 240) will commence in 2012/13.</i>	1,242	8	180	3 Years FT
<b>Bachelor of Arts (BA)</b> <b>Bachelor of Arts (International) (4 Years)</b> <i>Three degree subjects are offered by the Faculty of Education and a further seven by the Faculty of Humanities.</i>	583	8	180	3 Years FT
<b>Graduate Diploma in Education (Primary Teaching)</b> A professional qualification which prepares students to become primary teachers. Graduates are entitled to seek registration with the Teaching Council.	142		90	18 Months FT
<b>Certificate in Religious Education (CRS UG &amp; PG)</b> This certificate is normally required for teaching in a Catholic primary school. It is an optional course which students may take concurrently with the BEd and Graduate Diploma in Education programmes.		8	15	
<b>Certificate in Religious Education (CRS PT)</b> This programme is offered on a part-time basis to qualified primary teachers.	37	8	15	2 Years PT
<b>Certificate in Education</b> <b>Diploma in Education</b> These programmes address the CPD needs of teachers and other educators. Current options include Special/Inclusive Education (offered in partnership with ICEP Europe), Classroom Assessment, Digital Learning, Science, Physical Education and Choral Conducting.	170 47	9 9	20 30	1 Year PT 1 Year PT
<b>Graduate Certificate in the Education of Students with Autistic Spectrum Disorders</b> This programme is designed to provide CPD to primary and post-primary teachers working with pupils with	19	9	30	1 Year PT

PROGRAMME	Enrolment	Level	ECTS	Duration
autistic spectrum disorders.				
<b>Graduate Diploma in Special Educational Needs</b> This programme provides CPD to primary and post-primary teachers working with students with special educational needs and/or students requiring learning support.	59	9	60	1 Year PT
<b>Master of Arts in Humanities</b> The following subjects are offered: Children's Literature, Gaeilge, History, Human Development, Music, Theatre Studies.	55	9	90	1 Year FT 2 Years PT
<b>Master in Religious Education (Primary) (MRed)</b> The MRed (Primary) is for those wishing to engage in a deeper study of Religious Education with the possibility of assuming leadership roles in the area at some stage in their careers. It is jointly hosted with Mater Dei Institute of Education.	4	9	90	1 Year FT 2 Years PT
<b>Master of Education</b> The programme provides a grounding in research methodology and contemporary educational issues. Students can specialise in a range of areas including Literacy, Mathematics Education, Digital Learning, Science Education, Human Rights and Citizenship Education, Educational Disadvantage, Educational Leadership, and Early Childhood Education.	76	9	90	2 Years PT
<b>Masters in Special Educational Needs</b>	15	9	90	2 Years PT
<b>Masters by Research</b> Education Humanities	2 1 1	9		
<b>Doctorate in Education (EdD)</b> Focuses on policy analysis and related research in the following key areas: Equality and Diversity, Special Needs Education, School Leadership and Organisational Change, Teaching, Learning, Assessment and Curriculum.	35	10	270	4 Years PT
<b>PhD</b> Education Humanities	43 20 23	10	270	3 Years FT

### Projections for 2016/17

For the year 2016/17, we envisage a cohort of 3,100 students - which represents a 20% increase over the current 2011/12 numbers of 2,554. A small increase in undergraduate full-time numbers from 1,846 to 1,900 is projected. In addition, we anticipate that the number of full-time equivalent occasional international non-EU students will be approximately 50. We envisage a greater increase (54%) at postgraduate level, from 708 to 1,150 students, in order to address (a) the additional teacher numbers which will be needed to meet the larger primary school enrolments predicted for the coming years by the DES, and (b) the anticipated rise in demand for continuing professional

development courses for teachers, including the area of special educational needs. An increase of 20% in research student numbers across the humanities and education is also anticipated. In order to address the increases outlined above, the College expects to develop significantly its flexible, blended and online delivery. A part-time element will be developed on the BA and Graduate Diploma in Education programmes, and a greater move towards blended and flexible delivery will take place in relation to full-time programmes. In respect of diversity and inclusion, we expect to have met the HEA target of 30% for non-standard entry by 2012/17.

### **Teacher Education (Primary)**

DES projections (see [www.education.ie/en/Publications/Statistics/](http://www.education.ie/en/Publications/Statistics/)) indicate that by the school year 2017/18, primary school enrolment will have increased from 516,460 in 2011/12 to 584,326. This represents an increase of 13%. We would therefore envisage a corresponding increase in the number of teacher education students in the College in order to meet this need. The expectation therefore is that the numbers graduating in 2017 will show an increase of 13% on current numbers graduating. This will be achieved by having an output of 300 BEd graduates and approximately 220 GDE graduates. It should be noted that the primary pupil enrolment numbers will continue to increase until the year 2020/21 when there will be approximately 85,000 additional students in the system over current 2011/12 levels.

### **Bachelor of Arts in Humanities (3-Year Programme)/ BA International (4-Year Programme)**

We expect to see an increase of approximately 10% on the current full-time enrolment. In addition to this, a number of part-time places (approximately 45) will be provided over the three years of the programme at a rate of roughly 10 entrants per annum. With demand for places at third level expected to increase by 12.45% (according to DES projections) by the year 2016/17, it is anticipated that the demand for places on the BA programmes will rise accordingly.

### **New Entrants**

The BEd becomes a four-year programme from 2012/13. Indications are that the DES prescribed intake will change to 300 per year, 100 less than the current annual intake, so that the total number of enrolled BEd students will remain constant. With the increase in BA numbers described above, the total number of new entrants will therefore be in the region of 530. This leads to a situation where the number of new entrants represents a 14% decrease on current figures (614), although of course the total number of enrolled undergraduates will be greater. This new entrants figure excludes 50 international FTE students, in the 'occasional' category.

### **Research**

There are 35 students registered on the EdD programme (professional doctorate) and 43 students registered on the PhD programme. A small number of students are pursuing Master's degrees by research. We envisage an increase in the order of 20% in these numbers leading to an increased enrolment of 95 over the coming years. Part of this increase will be due to the predicted growth in

alternate means of Level 10 provision, especially with regard to professional and structured doctorates. Dublin City University, of which SPD is a College, is also embarked on a plan to introduce such doctoral provision.

### **Diversity and Inclusion**

In pursuing its mission and serving the needs of Irish society, the College cherishes diversity and seeks to promote tolerance, understanding and mutual respect. The composition of the student body is more diverse than ever before, reflecting the College's commitment to facilitate access for under-represented groups. The College has a growing access programme. It participates in the HEAR access scheme for socio-economic disadvantage and is in the process of joining DARE, the disability access scheme. Annual intake from HEAR has risen from 5 in 2007 to 32 in 2011. The percentage of First Year new entrants in the HEA target socio-economic groups (non-manual, semi- and unskilled) is 20% (2010-11 figures), which is relatively high in the sector. Up to 5% of undergraduate places will be available for students with disabilities under the DARE scheme. On the BEd programme, 10% of places are available for mature and second chance learners and on the BA programme, that figure is in the range 20-25%. Places are also available on the BA programme for applicants who have the appropriate FETAC Level 5 qualifications.

In relation to mature enrolment, we expect to see an increase of approximately 12% above current levels. We believe that the current economic climate is adversely affecting mature student participation. Nevertheless, we envisage a target of a 14% increase by the academic year 2016/17.

The College has also identified the need to respond to the educational requirements of local and professional communities, NGOs and other voluntary groups through developing a range of short accredited courses, which may provide possibilities for groups to engage more directly with the College. These courses may also lead to increasing numbers of students on certificate and diploma programmes in due course.

### **Flexible Learning**

Through its Enhancing Online Learning and Support (EOLAS) unit, the College is already a significant provider of high-quality online and blended learning programmes at postgraduate level. It has successfully integrated the Moodle virtual learning environment (VLE) as an enabling learning technology platform across its postgraduate and undergraduate programmes. A number of pathways at Master's and Certificate/Diploma levels, including a suite of Special Education courses, are currently offered entirely online. In addition to these, most current postgraduate programmes, with the exception of the GDE, are part-time, thereby facilitating students who have work and/or other commitments.

By 2016/17, we expect that increased flexibility will be a feature of all postgraduate programmes. As noted above, in addition to its full-time model, the BA programme will also be offered on a part-time basis. The College is fully aware of the value and importance of enhancing all its courses through increased use of on-line digital technology.

### **3. Regional Clusters**

The substantive focus of discussion for the College has been in relation to consolidation – see Section 4 below.

The College has long-standing relationship with NUIM as part of the Foras Feasa digital humanities initiative. As a College of DCU, the College has participated actively in the discussions which led to the creation of the 3U Alliance between DCU, NUIM and RCSI. The College will engage actively in the initiatives planned as part of that alliance.

The College has an existing collaboration with DkIT as part of An Foras Feasa, the development of which may be facilitated by the developing relation of DkIT and DCU.

### **4. Consolidation**

Dublin City University, St Patrick’s College Drumcondra, Mater Dei Institute of Education and the Church of Ireland College of Education are actively engaged in a formal process aimed at establishing

1. a new Institute of Education and
2. an enhanced capacity and consolidation in the Humanities and Social Sciences.

It is envisaged that this process, while respecting the identity of the individual institutions, will lead to the creation of a single University entity. The outcome of the negotiations will be subject to the approval of the respective Governing Authorities and other relevant stakeholders.

Currently Dublin City University has four faculties. The proposed amalgamation will create a fifth faculty of education, the ‘Institute of Education’, and an expanded faculty of Humanities and Social Sciences.

Arrangements are under way to ensure the satisfactory consolidation of the Colleges within the University, with appropriate governance and other structures to accommodate the broad range of complexities associated with such a development. This process is being informed by best international practice.

#### **4.1 Institute of Education**

This new world class, research intensive Institute will focus on:

- Strengthening research-driven teacher education through developing a strategic programme of research in teacher education and in education more broadly, supporting synergies across all sectors and levels of education and targeting priority areas in Irish education.
- Developing cross-sectoral collaboration and integration across programmes in initial teacher education, thereby promoting shared learning for student teachers along the full education continuum (early childhood, primary, second-level and further education) and reducing unnecessary overlap.
- Bringing together an extensive suite of programmes in continuing professional development for primary and second-level teachers and facilitating the development of cross-sectoral professional development in areas of national priority such as STEM, Literacy, Assessment, Digital Learning and Special and Inclusive Education.
- Augmenting and developing post-graduate provision in education, including at doctoral level, in ways that maximize resources, ensure quality and enhance capacity in the system.
- Strengthening existing provision in terms of flexible and blended models of teaching and learning across the continuum of teacher education.
- Consolidating expertise in areas such as educational disadvantage, special and inclusive education, intercultural education and other equality-related areas, thereby promoting access and inclusion, widening participation and ensuring equal status and outcomes for diverse groups.
- Enhancing existing institutional and systemic capacity to engage in in-depth programme evaluation and policy analysis resulting in the production of coherent, integrated educational policy proposals.
- Developing a specialist Centre for Religious Education and Religious Studies that situates Religious Education as a curriculum subject in primary and post-primary schools, taking account of the emerging plurality in educational provision. This specialist Centre will provide for Teacher Education in a variety of contexts: denominational education, multi-denominational education, and inter-religious education. The Centre will also contribute to questions about ethical and intercultural education, respect for diversity and equality, and democratic citizenship.



The establishment of this Institute of Education by the consolidation of the distinctive traditions of four Higher Education Institutions represents a paradigm shift in the landscape of Irish teacher education and will create a new entity with significant global impact. It will ensure the provision of research-led programmes of teacher education, the development of teachers skilled in the constructive application of research in their work, the continuing development of the evidence base for teachers' professional practice and the generation of key solutions to current problems such as those being experienced by pupils and older learners at the crucial transition points between primary and secondary education and between secondary and third-level / further education.

#### **4.2 An enhanced capacity and consolidation in the Humanities and Social Sciences in Dublin City University: transforming lives and societies**

The new relationship between Dublin City University and its linked colleges (St Patrick's College, Drumcondra and Mater Dei Institute), with the commitment to create a single University entity, will strengthen and develop the role of the Humanities and Social Sciences at DCU, and will make a significant and unique contribution to society more widely.

This relationship will create an integrated Faculty of over 130 staff, 3500 students and over 200 PhD researchers with a commitment to excellence in teaching and in research and a particular focus on the major societal challenges facing Ireland and the global community. It will provide increased capacity in the humanities and social sciences in DCU and thereby contribute to the national and international reputation of the University and provide for enhanced possibilities for collaborative research endeavour.

##### **Meeting Societal Needs**

This strengthened Faculty will:

- Create a novel learning environment which enables our graduates to flourish in the challenging society of the 21<sup>st</sup> Century.
- Ensure that our graduates have a range of transferable skills and graduate attributes with deep disciplinary and inter-disciplinary knowledge and that they are engaged critical thinkers and flexible life-long learners who can make a positive contribution to society.
- Play an active role in the social and cultural life of our wider community, region and country.

- Deliver research and taught programmes which reflect and support Ireland’s need for globally engaged and internationally focused graduates with language skills and well-developed levels of international and intercultural awareness.
- Enhance and strengthen our international partnerships and play the leading role in advancing the study of contemporary India through the Ireland India Institute.

### **Teaching**

- Deliver and develop unique, complementary, integrated degree offerings in the Humanities and Social Sciences, allowing students to benefit from the expertise across the amalgamated institutions.
- Build on our collective expertise in distance and on-line education and in supporting non-traditional students to offer flexible, blended, part-time degree programmes at BA, MA and PhD level in a wider range of HSS disciplines opening up the opportunity to study at DCU to those for whom full-time, on-campus study is not a realistic option.
- Provide disciplinary and interdisciplinary expertise in Humanities and Social sciences for DCU's wider suite of programmes including Education programmes associated with the new Institute of Education.

### **Research**

- Engage in and build on our disciplinary expertise and experience in inter-disciplinary work to address key societal challenges and to further the study of contemporary society.
- Leverage the unique research profile of the newly integrated Faculty to provide a centre of excellence for knowledge exchange with government and civil society, through translational and transformational research.

## 5. Collaboration

St Patrick's College has actively pursued a policy of collaboration consistent with its mission and identity. The College already enjoys a close working relationship with Dublin City University across a range of areas. Currently the relationship is particularly manifest in initiatives such as CASTeL and the new University degree in Psychology. The College is committed to building on that collaboration and to participating with the University in other relationships and alliances.

The College also participates in a wide variety of other initiatives including the Dublin Region Higher Education Alliance (DRHEA), CHOICE (the Colleges of Education network), CERC (the Colleges of Education Research Consortium), SCoTENS (the Standing Committee on Teacher Education, North and South), and An Foras Feasa (the digital Humanities network).

The College will continue to engage actively with and participate in relevant networks and alliances including alliances with other teacher education institutions and partnerships with schools. It will keep its collaborations under constant review with the aim of strengthening those most appropriate to its mission.