

Mater Dei Institute of Education
A College of Dublin City University

Strategic Dialogue Cycle 2

**Self Evaluation Report
to the HEA**

June 22nd 2015

Introduction

It will be immediately evident upon reading the following Self-Evaluation Report that the key factor determining the Institute's progress in meeting the targets related to the agreed Institutional Objectives during 2014 is quite simply progress towards full incorporation into DCU (along with SPD and CICE) which will occur, subject to the final agreement of core stakeholders, in the third quarter of 2016. In this context the report is best read in reverse with section 7 being considered first.

In its 2014 compact submission the Institute did not provide a separate profile for 2016/17. Instead the data from MDI, SPD and CICE was integrated into the data submitted by DCU. Accordingly no revised profile for 2016/17 is provided to accompany this self-evaluation report. The revised profile submitted by DCU should be consulted instead.

Andrew G.McGrady
Director
22nd June 2015

1. Regional Clusters

MDI, as a College of DCU, contributes as part of DCU to the 3U cluster and the Dublin Leinster pillar II Cluster. For further details relating to Institutional objective, related performance indicators, targets and progress towards targets please see the DCU submission. Accordingly no separate review is submitted by the Institute for this section.

2. Participation, equal access and lifelong Learning

Table 2.1 presents the data relating to this metric for undergraduate students who entered the Institute through the CAO. The figures for second, third and fourth year students are for continuing students. The first year data is for new entrants. The census date is December 31st 2014.

Table 2.1

Academic Year 2014/15 CAO entry undergraduates	First Year (n=111)	% of 1st year	Second year (n=83)	% of Second Year	Third Year (n=90)	% of Third Year	Fourth Year (n=91)	% of Fourth Year	All UGS (n=375)	% of all UG
HEAR	5	4.5%	11	13.2%	9	10.0%	7	7.6%	32	8.5%
FETAC	8	7.2%	2	2.4%	2	2.0%	3	3.2%	15	4.0%
DARE entry	9	8.1%	1	1.2%	2	2.0%	2	2.1%	14	3.7%
Other Disability (not DARE entrants)	2	1.8%	1	1.2%	2	2.0%	2	2.1%	7	1.9%
MATURES	8	7.2%	12	14.4%	10	11.0%	13	14.2%	43	11.5%

From the above table it is evident that the Institute has met its targets for students who declared a disability either at the point of application or who have a disability declared, assessed and recognised post-admission (total for students with a disability = 9.9%; target = 10%).

The Institute also continues to exceed its target for students entering through the HEAR and FETAC routes (11.7% for 2014/15 entry; target = 10%)

In 2014/15 the Institute has not fully met its target for Mature entry through the CAO (7.2% for 1214/15; target = 10%+) although it does meet this target for continuing students. When the students on the modular *BA in Theology and Lifelong Education* level 8 programme are taken into account (all students are over 23 years of age and are admitted by direct entry) the Institute exceeds the 15% target for matures overall.

As part of the Incorporation programme the Institute is increasingly working closely with DCU to provide services for students with a recognised disability especially in the area of provision and the assessment of students who declare a disability post admission.

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
Maintain our commitment to widening access to education	% first year undergraduate entrants entering degree programmes through HEAR, DARE and Access routes	12% (matures)	10% - 15% (matures); 10% (HEAR / FETAC); 10% (students with a disability)	Targets met for students with a disability, and entrants admitted through the HEAR and FETAC entry routes. Slight slippage concerning Matures entering through the CAO but not overall (taking account of direct entry).	For 'new' DCU: In the context of incorporation into DCU 9% of all entering first year students.	For 'new' DCU: Completed in 2015	

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

Considerable progress had been made in this area in the context of the Incorporation Programme into DCU.

In terms of objective 3.1 the Academic Workstream for Education (implementing the establishment of the new DCU Institute of Education) and the Academic Workstream for Humanities (implementing the enhanced DCU Faculty of Humanities and Social Sciences) have completed work on planning for the integration of programme offerings. In the case of one undergraduate programme in Humanities the progress has moved from planning to implementation. The Institute's *BA in Irish Studies and Religious Studies* level 8 programme has been integrated as a pathway into the new DCU *Joint Honours BA in Humanities* with new students being registered as DCU students from September 2015. A new joint postgraduate programme – *MA in Irish Studies* – has also been finalised during 2014 for roll-out in 2015.

In terms of objective 3.2, adoption of all DCU regulations concerning taught and research programmes, the audit of existing MDI regulations and procedures has been completed and work on meeting the second target for 2015 is considerably advanced.

In terms of objective 3.3, alignment of academic calendars between MDI and DCU, the target for 2014 has been fully met and approved by the academic councils of MDI, DCU and SPD.

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
3.1 Integration of existing MDI programmes with those of DCU, SPD and CICE in the context of incorporation	Number of Level 8, 9 and 10 programmes	Programme offerings largely not integrated (MDI currently has 11 'distinct' programmes and 3 'joint' programmes [with SPD and DCU])	Relevant inter-institutional working groups will have formulated a plan for the integration of programme offerings.	Fully completed	Implementation of the agreed plan for the Integration of Programmes offerings.	Integrated programme offerings in the context of incorporation.	
3.2 Adoption of all DCU regulations relating to taught and research programmes	Extent of adoption of DCU academic regulations and procedures	MDI marks and standards 'shadow' those of DCU but remain 'distinct' and are approved by MDI Academic Council	Audit of existing MDI academic regulations and procedures to identify areas of variance.	Fully Completed	Full implementation of DCU feedback and assessment policies and of examination regulations and related procedures.	DCU academic regulations and procedures adopted in full.	
3.3 Academic calendar alignment	Extent of alignment of academic calendars	Different academic calendars between MDI and DCU	Identification of areas of variance between academic calendars and completion of phase 1 alignment (some general alignment of semester dates)	Fully Completed	Completion of phase 2 of alignment (, full alignment of semester dates, school placement alignment, reading weeks alignment)	Adoption of single DCU academic calendar.	

4. High quality, internationally competitive research and innovation

Progress concerning the development of METIS as a shared platform for ITE providers is behind target for a number of reasons beyond the immediate control of the Institute. The HEA is aware of the factors inhibiting more rapid development. The Institute welcomes the establishment by the HEA of a joint development group including the MDI /SPD partners and the Limerick partners, the Teaching Council and the HEA itself to develop an ‘outward facing’ single system for school placement management with host schools. The Institute is committed to engaging fully with this new structure.

In terms of the 2014 target of expanding METIS to include two users within the MDI /SPD/DCU group, the planning for the integration of school placement approaches across the institutions is well advanced but the Institute is currently unable to go to tender for the required software development of METIS due to a freeze on the expenditure of the allocated grant by the HEA pending further discussion with the joint development group.

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 of METIS as a shared platform for Initial Teacher Education providers	Number of teacher education providers using METIS	1 (user MDI as sole METIS User)	2 users (within MDI / DCU/SPD group)	Behind Target due to external factors of which the HEA is aware	3 users	4 users (to include one user outside of MDI/ SPD/ DCU grouping.	

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

Despite the delays reported in 4 above, during 2014 the Institute proceeded to develop a placement module within METIS (with the working title of METIS-Connect). This fourth METIS module has been demonstrated to the Director of the Teaching Council and is being piloted during 2015 in schools taking final year ITE students of the Institute for the new 15 week school placement recently introduced by the Teaching Council.

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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 of a placement school module within METIS	% of placement schools using METIS	No placement schools using METIS	Placement module developed.	Fully completed	Placement module piloted with 10% of placement schools	50% of placement schools using METIS	

6. Enhanced internationalisation

Once again considerable progress has been made in meeting this Institutional Objective in the context of Incorporation. Meetings and discussions with colleagues in DCU, SPD and CICE have agreed the future shape of the DCU International office post-incorporation and existing exchange agreements have been reviewed. From September 2015 incoming undergraduate and research students will register with DCU and the DCU International office will provide for their exchanges. The International Office in MDI will continue to provide for the needs of continuing students registered with MDI prior to incorporation.

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
Integration of MDI International Office	Degree of Integration	No integration (MDI has a standalone International Office)	Drawing up of a plan to integrate International Offices between MDI, SPD and DCU	Completed	Implementation of the agreed plan	Full integration of international offices	

7. Institutional consolidation

Considerable progress has been made to meet the ambitious timetable of milestones to achieve the goal of a single university entity through the DCU Incorporation Programme.

The Incorporation Programme is the largest of its kind to take place in the State and, once complete, will see the establishment of the DCU Institute of Education, the largest critical mass of education expertise in Ireland. The DCU Institute of Education Institute will provide the full continuum of teacher education from early childhood through Primary and Secondary to third and fourth Level. In addition, the Incorporation programme will also create an enhanced Faculty of Humanities and Social Sciences that will incorporate the combined strengths of the four institutions, providing new opportunities for future students.

The DCU Incorporation Programme consists of nine major projects managed by Programme workstreams with a further four cross-workstream sub-projects. These were all established and had commenced work by March 2014 and, since then, considerable progress has been made towards meeting the ambitious timetable to achieve the goals of a single university entity.

Some of the key achievements delivered in 2014 include,

- The development and launch of governance and workstreams structures to implement the Incorporation Programme. By the end of 2014 there were over 200 staff members from across the four institutions actively working on the projects.
- The announcement of the creation of centres for denominational education within the DCU Institute of Education, supported by the Church of Ireland and Roman Catholic Archbishops of Dublin, respectively. The launch of "*A new vision of education for all the children of Ireland*" by the former Minister for Education and Skills, Ruairí Quinn T.D.
- The allocation of project management resources to the Incorporation Programme
- The development of a new suite of Bachelor of Arts (Joint Hons) programme streams, reflecting the enhanced strength within Humanities and Social Sciences in a post-Incorporation DCU.
- The delivery of joint student marketing and recruitment activities, and a joint Undergraduate Prospectus, for undergraduate programmes for 2015/16 entry as a single institution
- The re-naming of all SPD and MDI undergraduate programmes as DCU programmes for incoming first years
- Extensive internal and external communications activities
- Development of a consolidated 2015/16 academic calendar
- CAO undergraduate entry for September 2015 (for courses provided by DCU, SPD and MDI) through DCU facilitated by joint prospectus, marketing and related careers events from Q3 2014

Considerable progress continues to be made in 2015. Key priorities for the Incorporation project to end December 2015 include:

- The preparation for the completion first major phase of the Programme with the registration as DCU students of all first year undergraduates and research postgraduates who would previously have been SPD or MDI students
- The completion of the new Post-Incorporation organisational structures, including new School structures
- The extensions of Student Support and Development, Information Systems and Support and Library services to be delivered across both campuses
- Establishment of new blended MA in Irish Studies reflecting the enhanced strength within Humanities and Social Sciences in a post-Incorporation DCU.
- Registration and orientation of all undergraduate and postgraduate new entrants from MDI and SPD into the new DCU structures in September 2015
- A single integrated timetable for SPD, MDI and DCU.
- The opening of the new library and teaching facilities on the St Patrick's Campus
- The further development of a comprehensive space and transport plan to facilitate staff and student accommodation and transiting between two campuses.

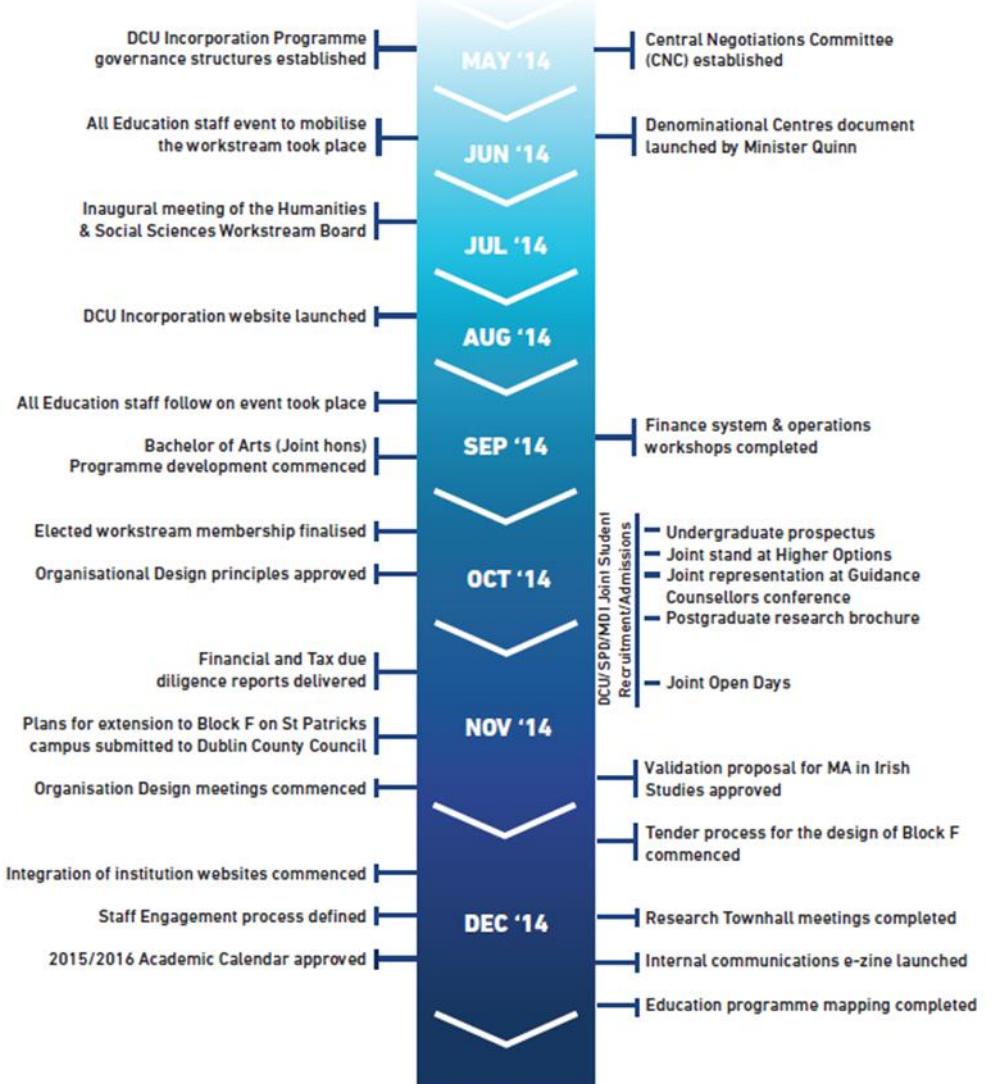


Figure 7.1 DCU Incorporation Programme. 2014 Key Milestones

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
The creation of a 'new DCU' incorporating Mater Dei Institute of Education, St Patrick's College Drumcondra, and the Church of Ireland College of Education into a single university entity.	Mater Dei Institute of Education fully incorporated into DCU, with this 'new DCU' operating as a single university entity.	Mater Dei Institute of Education operating as independent, autonomous organisation.	The institutions will offer new DCU degree programmes with students registering with DCU.	Completed. New DCU programmes offered in 2014 for entry in September 2015	Students of all institutions will register with DCU.	DCU operating as a single University entity incorporating Mater Dei Institute of Education, St Patrick's College Drumcondra, and the Church of Ireland College of Education.	.