



# Mission-based Performance Compact

*between*

Mater Dei Institute of Education

*and*

The Higher Education Authority

Date: February 2014



# Context

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This Compact is an agreement between the Higher Education Authority and Mater Dei Institute of Education and is the outcome of a process of strategic dialogue between the two bodies.

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

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

The Compact recognises that Mater Dei Institute of Education is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

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

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

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

## The principles of State funding support

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

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

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# 1. Establishment of the Compact

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The Higher Education Authority and Mater Dei Institute of Education agree that:

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

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

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

## 2. Performance Funding Framework

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

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

The Higher Education Authority and Mater Dei Institute agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, Mater Dei Institute must:

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

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Mater Dei Institute.

### 3 Mission and Strategy Statement

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

Mater Dei Institute and the Higher Education Authority recognise that Mater Dei Institute is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

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

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Mater Dei Institute is a Catholic College of Education within the Irish University sector being funded at present by the HEA as an autonomously HEI; it is a College of Dublin City University (DCU).

In completing this compact in the context of a system that is undergoing transformation, Mater Dei Institute of Education (MDI) sees itself as an institution in transition. In the context of the recent DES Review of Teacher Education and the HEA Landscape proposals for the higher education sector, the Institute, along with St Patrick's College, Drumcondra (SPD) and the Church of Ireland College of Education (CICE), is actively engaged in a process that will lead to its full incorporation into DCU through the establishment of a new Institute of Education (which will be a faculty of DCU) and through an enhanced capacity in the DCU Faculty of Humanities and Social Sciences. It is envisaged that, depending upon the agreement of key stakeholders and the allocation of adequate resources through the HEA, this incorporation process will be completed during the lifetime of this compact. Once the incorporation process has been completed MDI will cease to be an autonomous HEI. Its core mission and distinctive contribution to Higher Education in Ireland will be continued through agreed arrangements in the 'new' DCU.

The Mission Statement for the Institute makes a fourfold commitment to:

- the highest professional standards in Teacher education, ethics and pastoral care
- innovative teaching and research in the areas of religion, education and the humanities
- an ecumenical Christian vision that is respectful of other religious traditions and secular convictions.
- broadening access to third-level and lifelong education.

In putting this fourfold commitment into operation the Institute affirms that it will:

- serve the continuum of teacher education at all phases and, at the level of initial teacher education, offer innovative and excellent programmes for second level teachers based upon 'concurrency with equivalency'.
  - be the market leader in the provision of teachers of religious education and chaplains for post-primary schools.
  - act to broaden the socio-economic base of the teaching profession.
  - form teachers who are self-reliant, critically aware and committed to ever improving quality in both teaching and learning in second-level education in Ireland.
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- emphasise the public character of religion, the social and communal dimension of ethics and foster ecumenical, inter-religious and cross-cultural dialogue.
  - affirm the primacy of human rights, commitment to global, social and ecological justice, the dignity of each human person and the centrality of human solidarity
  - highlight that the humanities have an essential contribution to make to full human development and for the renewal and transformation of Irish society and culture and of the Irish economy in a European and global context.
  - educate for personal integrity and responsibility in the service of civic, cultural, economic and professional life
  - provide non-traditional, part-time and flexible access to undergraduate programmes.

In the context of the Review of Teacher Education and the current Landscape process the Institute has not published a current strategic plan but instead discussed a number of strategic statements with the HEA. MDI has delivered on the strategic goals presented to the HEA in March 2011. As then indicated, it has:

- committed itself to incorporation into DCU;
- developed a specialist pathway (Corporate Responsibility) in the MA in Ethics;
- introduced a taught professional doctorate in Religious Education (joint programme with DCU) ;
- introduced specialist pathways in mentoring and leadership and in digital pedagogy within existing level 9 programmes;
- increased its involvement in shared service and shared procurement initiatives and;
- undertaken a feasibility study of the potential of METIS to be developed as a shared service across the ITE sector.

In addition MDI has reconfigured its ITE programme to take full account of the new requirements of the Teaching Council for ITE providers.

The current high level strategic goal of MDI is:

**To complete the incorporation process into DCU as quickly as the agreement of key stakeholders and the availability of resources permit and in a manner which ensures that the mission, distinctive contribution to higher education in Ireland and the unique student experience provided by MDI will continue and contribute to a 'new' DCU.**

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### 3.1 Changes to the mission and strategy statement

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

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

This compact is submitted as a response from MDI to the Government's strategy on the reconfiguration of the higher education Landscape in general and of teacher education in particular. Accordingly, it is assumed that the incorporation of MDI into DCU will be accomplished during the lifetime of this compact and that adequate resources will be made available by the State to accomplish this goal. In addition, incorporation will require the agreement of a number of key stakeholders as follows:

- The Patron of the Institute, the Roman Catholic Archbishop of Dublin and the MDI Governing Board appointed by him, who will need to be content that the contribution of MDI to Catholic education, to providing teachers (especially religious educators who can work in Catholic schools as well as other schooling sectors) and to Theology can be continued within the new arrangements.
- The Chancellor, President and Governing Authority of Dublin City University
- Relevant Government ministers, departments and agencies.
- Staff of MDI who will see changes to their employer and new related public sector terms and conditions as staff of DCU.

Significant issues could arise with any of these stakeholders that would impact upon the timeline for incorporation.



## 4. Current and Planned Profile

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The following pages contain:

- Mater Dei Institute's current profile 2010/11 (as supplied by the HEA); and
- Mater Dei Institute's planned profile 2016/17 (completed).

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

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

### **Planned Profile for 2016/17**

Mater Dei Institute intends to be fully incorporated into DCU by 2016/17 at which time:

- All students will be registered as students of DCU
- MDI staff will be staff of DCU
- MDI will have ceased to be an autonomous HEI with a separate Governance Structure and budget allocation from the HEA

Accordingly, and in parallel with St Patrick's College, Drumcondra (SPD), the data related to the planned profile for MDI is included in the DCU submission.

The MDI data for 2016/17 which was forwarded to DCU is included as an appendix to this document.

## 5. Development Plans and Objectives

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### 5.1 Regional clusters

#### **Strategy summary**

Please provide a brief summary of Mater Dei Institute's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

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

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#### **Regional clusters: strategy summary**

Currently MDI as a College of DCU contributes as part of DCU to the 3U cluster. For further details please see the DCU submission.

For further development in the coming years in the context of incorporation (see section 5.7) please also refer to the DCU submission.

Accordingly no separate Institutional objectives and related performance indicators are submitted by MDI for this section.

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**Regional clusters:**  
**Institution objectives and performance indicators**

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1.	Institution objective
	Performance indicator
	Baseline
	Interim target, end 2014
	Interim target, end 2015
	Final target, end 2016

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## 5.2 Participation, equal access and lifelong learning

### Strategy summary

Please provide a brief summary of Mater Dei Institute's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

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

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

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

MDI has a strong record in the area of participation, equal access and lifelong learning. It was the first College of Education in Ireland to admit HEAR and DARE students into its initial teacher education (ITE) programmes. It has also developed FETAC entry routes into all its undergraduate programmes.

In terms of lifelong learning, at undergraduate level MDI has a specific modular and part-time programme – the *BA in Theology and Lifelong Education* – which is offered both on-campus and in outreach centres. At postgraduate level it contributes to CPD for teachers of Religious Education and English through its MA programmes.

For the past two years MDI has worked in partnership with Down Syndrome Ireland (Dublin branch) to host and support the delivery of the **Latch On** adult literacy programme. The first students will complete this programme in 2013/14. (Data regarding these students is not returned as part of HEA returns).

The Institute will further develop its present level of activity in these areas and gradually integrate this into DCU prior to full incorporation. Specifically it will

- continue to work closely with DCU to modernise and enhance the breadth of supports available to access students
- gradually integrate access services at pre and post entry to enhance capacity.

The MDI Access Report recently submitted by MDI to the HEA sets the context for the following targets:

#### 1. Full-time Intake Undergraduate Intake Targets

- 10-15% Matures (over 23)
- up to 10% HEAR
- up to 10% DARE

#### 2. FETAC Targets

**One** place on each of our *Bachelor of Religious Education* (with English or History or Music) ITE programmes and a minimum of **three** places on the *BA in Irish Studies and Religious Studies* programme from 2104 entry.

#### 3. Part-time/Flexible Intake undergraduate Targets

A minimum of 10% of intake into the *BA in Irish Studies and Religious Studies* programme and the *BA in Theology and Lifelong Education* programme. Reaching this target will be dependent on developments in exit routes and modes of delivery in these programmes.

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

1.	Institution objective	Maintain our commitment to widening access to education
	Performance indicator	% first year undergraduate entrants entering degree programmes through HEAR, DARE and Access routes
	Baseline	For MDI: 12% (matures)
	Interim target, end 2014	For MDI: 10% - 15% (matures); 10% (HEAR / FETAC); 10% (students with a disability)
	Interim target, end 2015	For 'new' DCU: In the context of incorporation into DCU 9% of all entering first year students.
	Final target, end 2016	For 'new' DCU: Completed in 2015

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

### Strategy summary

Please provide a brief summary of Mater Dei Institute's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

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

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

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

#### PORTFOLIO OF FULLTIME UNDERGRADUATE PROGRAMMES

The foundation of the portfolio of undergraduate programmes in MDI both historically and strategically is the *Bachelor of Religious Education* programme with related pathways in English, History and Music. This is a four-year full-time concurrent initial teacher education programme which prepares second-level teachers of Religious Education, English, History and Music and which fully meets the requirements of the Teaching Council to enable newly-qualified teachers to register as a post-primary teacher. This programme is highly regarded in the sector and applications remain robust. Using the expertise available from this programme the Institute evolved a general two-subject BA programme – the three-year full-time *Bachelor of Irish Studies and Religious Studies*. Such a development, by which the resources initially made available in an initial teacher education programme form the foundation of a general BA programme, is common within colleges of education in Ireland. While this programme remains successful, its future depends upon a broadening of the range of subject combinations available and this is under active consideration in the context of the establishment of an enhanced Faculty of Humanities and Social Sciences through incorporation into DCU.

A core element of the incorporation process will be reviewing existing programme offerings across the four institutions to identify areas of duplication, complementarity of provision and distinctive offerings. By 2016 /17 MDI will have completed the process of integrating its existing academic programmes with those of DCU, SPD and CICE.

With a view to maintaining the distinctiveness of its mission, MDI will review its capacity with respect to current programme offerings. It will do this in the context of the restrictions of the current operational environment and with a view to avoiding duplication and while addressing issues of sustainability.

The issue of programme integration is being considered by a number of inter-institutional working groups. In general terms (i) viable MDI programmes of a distinctive character will be maintained as distinct awards (ii) some programmes are already joint programmes with DCU

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and (iii) other MDI programmes will be made ready for full integration with other DCU and SPD programmes in the new DCU.

### **ACADEMIC STAFFING**

The academic staff of MDI are highly qualified – 95% of core academic staff hold doctoral qualifications (this must be among the highest percentage for any HEI under the remit of the HEA). Initiatives related to ongoing staff development are provided annually. Staff are professionally engaged and research-active. For instance, staff are also engaged in the supervision of school placements and are therefore acutely aware of the context in which the teacher education activities of the Institute are located.

### **TEACHING AND LEARNING**

MDI currently has an academic leader for Teaching and Learning and a Teaching and Learning Committee – this is a subcommittee of the MDI Academic Council and includes all chairs of programme boards and student representatives. Among other things this committee oversees policy and practice relating to programme management including procedures relating to grading and feedback to students, and it also makes recommendations relating to the structure of the academic year.

There are two practical issues related to this section of the compact that are in the process of being addressed in the context of incorporation – these relate to the adoption of DCU academic regulations and related procedures and to the adoption of a common academic calendar. Both of these alignment issues will be addressed on a phased basis over the next two years. The attainment of objectives in these areas will create an environment in which students of MDI can be further integrated into the life of DCU.

The Institute is highly active in the area of digital and online learning. Extensive use is made of MOODLE 2.4 (an inter-institutional platform shared with DCU) and all module specifications are available on ‘Course Builder’. Students have access to an intranet. The Institute’s initial teacher education programmes are supported by METIS which has recently received HEA funding to be developed as a platform for use by other providers. Along with St Patrick’s College (Drumcondra), MDI is an active partner in the DCU National Institute for Digital Learning, which was formally launched in late 2013.

### **QUALITY ASSURANCE PROCEDURES IN LINE WITH INTERNATIONAL BEST PRACTICE**

MDI currently has an academic leader for quality promotion and a Quality Promotion Committee (with student and DCU representation) charged with enhancing the quality of programme provision and of the student experience. In the pre-incorporation period MDI will continue to work with the DCU Quality Promotion Committee in relation to ongoing programme review and quality promotion, and in line with emerging QQI policy. Post incorporation, new arrangements will be in place.

### **EXTERNAL REVIEWS**

The work of the Institute has been the subject of extensive external reviews. In 2006 MDI was the subject of an external institutional review by the EUA and the IUQB. This review was made available to the HEA. In 2011 and 2013/14 (nearing completion) the *Bachelor of Religious Education* programme was reviewed in the context of professional reaccreditation by the Teaching Council (the 2011 report was made available to the HEA; the 2014 report will be made available). In 2011 the IUQB reviewed the institutional linkage between DCU and MDI. All of the above reports were positive in terms of teaching and learning and the quality of the student experience.

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## STUDENT ENGAGEMENT AND SATISFACTION

The quality of student experience in MDI is recognised as being unique. As a recent (June 2013) HEA report on the Erasmus initiatives of the Institute commented:

‘it was very clear to the Monitoring Team from discussions with staff and students ... that a very special educational community exists in Mater Dei. The (HEA) commends the Institute for developing such an ethos and hopefully these qualities will remain intact for the future’. It further commented that ‘there is a very strong sense of community in the Institute partly facilitated by its relatively small size but also due to the particular disciplines that are pursued at Mater Dei which engender a strong sense of collegiality among staff and students’.

In the 2013 Irish Survey of Student Engagement (ISSE) MDI had one of the highest participation rates in pilot, (above 19%, significantly above national rate). In this context MDI will:

- Complete an analysis of Institute data versus other teacher education providers and within the sector (post publication)
- Conduct focus groups/feedback sessions with students/academic and support staff.
- Work to increase the participation rate of MDI students in next ISSE

As figures returned to HEA indicate, MDI has a high retention rate among undergraduate students. A small issue that needs to be addressed is that of transfer routes for students who do not progress within the Institute’s initial teacher education programmes. Full incorporation into DCU will activate transfer routes that are not currently available to MDI students.

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

1.	Institution objective	Integration of existing MDI programmes with those of DCU, SPD and CICE in the context of incorporation
	Performance indicator	Number of Level 8, 9 and 10 programmes
	Baseline	Programme offerings largely not integrated (MDI currently has 11 'distinct' programmes and 3 'joint' programmes[with SPD and DCU])
	Interim target, end 2014	Relevant inter-institutional working groups will have formulated a plan for the integration of programme offerings.
	Interim target, end 2015	Implementation of the agreed plan for the Integration of Programmes offerings.
	Final target, end 2016	Integrated programme offerings in the context of incorporation.
2.	Institution objective	Adoption of all DCU regulations relating to taught and research programmes
	Performance indicator	Extent of adoption of DCU academic regulations and procedures
	Baseline	MDI marks and standards 'shadow' those of DCU but remain 'distinct' and are approved by MDI Academic Council
	Interim target, end 2014	Audit of existing MDI academic regulations and procedures to identify areas of variance.
	Interim target, end 2015	Full implementation of DCU feedback and assessment policies and of examination regulations and related procedures.
	Final target, end 2016	DCU academic regulations and procedures adopted in full.
3.	Institution objective	Academic calendar alignment
	Performance indicator	Extent of alignment of academic calendars
	Baseline	Different academic calendars between MDI and DCU
	Interim target, end 2014	Identification of areas of variance between academic calendars and completion of phase 1 alignment (some general alignment of semester dates)
	Interim target, end 2015	Completion of phase 2 of alignment (, full alignment of semester dates, school placement alignment, reading weeks alignment)
	Final target, end 2016	Adoption of single DCU academic calendar.

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

## 5.4 High quality, internationally competitive research and innovation

### Strategy summary

Please provide a brief summary of Mater Dei Institute's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

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

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

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

#### SUPPORTING RESEARCH DEGREES

MDI's Academic Leader for Research is a senior member of the academic staff. Since becoming a College of DCU, MDI has aligned its research practices as closely as possible with those of the university. A representative of DCU's Faculty of Humanities and Social Sciences sits on the MDI Research Committee. The Institute has adopted DCU's *Academic Regulations for Postgraduate Degrees by Research and Thesis*. For purposes of staff and graduate student training and on-going professional development, MDI's Research Committee, in addition to its own initiatives, also follows the policies of the DCU Graduate Studies Research Committee (on which it is represented).

In the course of the past three years, MDI has worked jointly with SPD to host an annual inter-institutional postgraduate conference for research students. The conference is attended by students and academics from all campuses of the university. This will be developed to be jointly organised by MDI, SPD, DCU and CICE.

#### STRUCTURED PHDS

In September 2012 MDI was included as a partner in the DCU Ed.D. programme offered by the DCU School of Education Studies. This is now a joint programme in which MDI offers a pathway in Religious Education (on which there are presently 8 doctoral students) and DCU offers a pathway in Educational Leadership. Data on these students is part of DCU returns. The integration of this programme with programmes offered by SPD will form part of the incorporation project.

#### RESEARCH CENTRES

MDI currently has five research clusters / small centres in which the strategic research interests of staff are located as follows:

- The Irish Centre for Religious Education (ICRE)
- The Centre for Excellence in Post Primary Teacher Education
- The Centre for Interreligious Dialogue and Ethics (CIDE)
- The Irish Centre for Poetry Studies (ICPS)
- The Dublin Centre for Irish Studies (DCIS)

These will be further developed prior to incorporation into DCU.

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**METIS (The Mater Dei Education for Teaching Information System)**

A flagship project within the Centre for Excellence in Post Primary Teacher Education is METIS. Developed over an eight-year period, this is a web-based environment that creates a shared virtual space in which student teachers and their teaching placement supervisors interact. It is the view of the Institute that METIS embodies best practice in terms of mapping the progressive and cumulative acquisition of teaching skills and competences by providing proximate feedback and supporting the ongoing profiling of the student teacher in a fully transparent manner. Feedback is a necessary part of learning and an essential element of assessment within ITE and the METIS environment plays a vital role in providing such feedback in a precise and immediate manner that maximises its impact on future performance.

A number of other Teacher Education providers have expressed interest in using METIS should it be made available – these include institutions that are not part of the DCU / SPD / MDI grouping. In collaboration with SPD, the Institute has recently made a submission to the HEA for funding for the further development of METIS as a sector-wide platform. Given the allocation of resources, the further development of this initiative as a shared service across ITE providers is a core strategic objective for MDI.

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

1.	Institution objective	Development of METIS as a shared platform for Initial Teacher Education providers
	Performance indicator	Number of teacher education providers using METIS
	Baseline	1 (user MDI as sole METIS User)
	Interim target, end 2014	2 users (within MDI / DCU/SPD group)
	Interim target, end 2015	3 users
	Final target, end 2016	4 users (to include one user outside of MDI/ SPD/ DCU grouping).

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

### Strategy summary

Please provide a brief summary of Mater Dei Institute strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

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

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

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

METIS has already been referred to in section 5.4. It is however also of relevance here. The Teaching Council has encouraged MDI to develop a fourth METIS module for use by partner school placement schools. The development of this module, given adequate resourcing, is a priority for MDI.

The contribution of MDI in this area generally will mainly be in the context of incorporation into DCU. Please see the DCU submission for related institutional objectives and performance indicators.

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

1.	Institution objective	Development of a placement school module within METIS
	Performance indicator	% of placement schools using METIS
	Baseline	No placement schools using METIS
	Interim target, end 2014	Placement module developed.
	Interim target, end 2015	Placement module piloted with 10% of placement schools
	Final target, end 2016	50% of placement schools using METIS

## 5.6 Enhanced internationalisation

### Strategy summary

Please provide a brief summary of Mater Dei Institute's strategy and chosen objectives in relation to **enhanced internationalisation**.

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

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

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#### Enhanced internationalisation: strategy summary

MDI currently maintains an International Office. As the 2013 Erasmus report on MDI from the HEA (as the National Agency) indicates, the Institute participates actively in the Erasmus Programme, and there are high levels of satisfaction on the part of incoming and outgoing students.

Prior to incorporation into DCU, MDI will maintain its participation rates for out-going (10%) and incoming exchanges. In the context of incorporation, the Institute will explore the integration of its International Office with those of SPD and DCU.

For other internationalisation targets in the context of incorporation, please see the DCU submission.

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

1.	Institution objective	Integration of MDI International Office
	Performance indicator	Degree of Integration
	Baseline	No integration (MDI has a standalone International Office)
	Interim target, end 2014	Drawing up of a plan to integrate International Offices between MDI, SPD and DCU
	Interim target, end 2015	Implementation of the agreed plan
	Final target, end 2016	Full integration of international offices



## 5.7 Institutional consolidation

### Strategy summary

Please provide a brief summary of Mater Dei institute's strategy and chosen objectives in relation to **institutional consolidation**.

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

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

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### Institutional consolidation: strategy summary

Dublin City University and its linked colleges, St Patrick's College Drumcondra (SPD), Mater Dei Institute of Education (MDI) as well as the Church of Ireland College of Education (CICE) are actively engaged in a formal process that will result in full incorporation of the three smaller institutions inside the university. The resultant 'new DCU' will see the establishment of an Institute of Education and an expanded faculty of Humanities and Social Sciences.

The Institute of Education will educate excellent teachers for a pluralist society. This research-intensive institute will integrate initial teacher education and continuous professional development for teachers across the full education continuum (from early childhood to third level). It will also carry out pioneering research in priority areas for 21st century education, such as special needs and inclusive education, digital learning, STEM education, and ethical and values-based education.

The establishment of this Institute of Education by the consolidation of the distinctive traditions of four higher education institutions represents a major change in the landscape of Irish teacher education and will result in a new entity of international significance by virtue of its scale, vision and impact.

The enhanced Faculty of Humanities and Social Sciences within the 'new DCU' will strengthen and develop the role of humanities and social sciences at DCU and will enable the provision of distinctive interdisciplinary programmes building on the strengths of the incorporated colleges. Such programmes will be reflective of a dynamic and challenging 21st Century globalised society.

A process has begun to ensure the satisfactory incorporation of the 'Colleges' within the University, with appropriate governance and other structures to accommodate the complexities associated with such a development. This process is being informed by best international practice.

The outcome of the negotiations will be subject to the approval of the respective governing authorities and other relevant stakeholders.

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

1.	Institution objective	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.
	Performance indicator	Mater Dei Institute of Education fully incorporated into DCU, with this 'new DCU' operating as a single university entity.
	Baseline	Mater Dei Institute of Education operating as independent, autonomous organisation.
	Interim target, end 2014	The institutions will offer new DCU degree programmes with students registering with DCU.
	Interim target, end 2015	Students of all institutions will register with DCU.
	Final target, end 2016	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.

## 6. Annual Compliance Statement

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

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

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

## 7. Performance Funding

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Having regard to the performance of Mater Dei Institute in the strategic dialogue process leading to this compact, performance funding of

**€ 16,000**

has been allocated to the Institute.

## 8. Agreement

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

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

Signed:

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Chief Executive, Higher Education Authority

Date:

Signed:

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Chief Officer, Mater Dei Institute

Date:

# Appendices

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We, Mater Dei Institute include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
YES <input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8: Projections related to the 2016 Profile for Mater Dei Institute which are integrated with those of DCU for Section 4.

Appendix 9:

Appendix 10:

*Add more rows as necessary*

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## Appendix 7: Institutional consolidation

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

1. a new Institute of Education and
2. an expanded faculty of Humanities and Social Sciences.

While respecting the identity of the individual institutions, this process will lead to the incorporation of SPD, MDI and CICE inside DCU and the creation of a single, secular 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 incorporation 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/Institute within the University, with appropriate governance and other structures to accommodate the complexities associated with such a development. This process is being informed by best international practice.

### **The Institute of Education**

This new 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 maximise 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 national capacity to engage in in-depth programme evaluation and policy analysis resulting in the production of coherent, integrated educational policy proposals.

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 creates 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.

Policy-orientated research in the arena of higher education and lifelong learning is of increasing strategic significance at national and international levels. The new Institute will also incorporate DCU's Higher Education Research Centre (HERC), enabling DCU to pursue policy-orientated R&D in post-compulsory education and training and lifelong learning.

### **An Enhanced Capacity and Consolidation in Humanities and Social Sciences**

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

### **Meeting Societal Needs**

This strengthened Faculty will:

- Create a novel learning environment which enables our graduates to flourish in the challenging society of the 21st 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**

This strengthened Faculty will:

- Deliver and develop unique, complementary, integrated degree offerings in 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 Humanities and Social Studies 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**

This strengthened Faculty will:

- 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.

### **Current status and project timeline**

Following the agreement of the four institutions to enter into this process, a Joint Steering Group comprising the leaders of the four institutions was established to oversee the project. An

independent chairperson (former Secretary General Mr. Gerard Kearney) was then appointed to oversee the process and a number of working groups were established in key areas.

Following a competitive tender process, PricewaterhouseCoopers were engaged to work with the four institutions to develop a detailed plan for the incorporation project. The objective is to have a detailed plan available by the end of 2013.

This is a major, highly complex project with significant interdependencies and a wide range of key issues to be addressed in order to ensure a successful incorporation.

It is expected that the incorporation process will have been completed before the beginning of the 2016/17 academic year. Therefore the institutional profiles of all participating institutions reflect this in their submitted Performance Compacts.

## Appendix 8:

Projections related to the 2016 Profile for Mater Dei Institute which are integrated with those submitted by DCU.

### Mater Dei Institute

	2013/2014	2014/2015	2015/2016	2016/2017
<b>Projected Student Cohort</b>	589	589	588	596
<u>Undergraduate</u>				
Full -Time				
Intake	100	100	100	100
Brel	80	80	80	80
BA	20	20	20	20
Continuing	280	280	280	280
Brel	240	240	240	240
BA	40	40	40	40
Part- Time	112	105	99	107
Intake	17	20	35	35
Continuing	95	85	64	72
<u>Postgraduate</u>				
Taught				
L9				
Full-Time	29	35	35	35
MARE	13	15	15	15
MACSPW	9	10	10	10
MATH	4	5	5	5
MAPS	3	5	5	5
Part-Time	54	55	60	60
MARE	1	5	5	5
MACSPW	15	15	15	15
MATH	12	5	5	5
MAPS	7	5	5	5
MAETH	19	25	30	30
Phd & MA	14	14	14	14
Full-Time	8	8	8	8
Part-Time	6	6	6	6

**Income**

	€M	€M	€M	€M
Core Grant Funding	1.64	1.64	1.64	1.64
Exchequer fees	2.20	2.20	2.20	2.20
Non-Exchequer fees	0.55	0.45	0.45	0.45
Total	4.39	4.29	4.29	4.29

**Expenditure**

	€M	€M	€M	€M
Payroll	2.95	2.90	2.90	2.90
Pension costs	0.57	0.53	0.53	0.53
Non Payroll	0.90	0.90	0.90	0.90
	4.42	4.33	4.33	4.33

**Staff numbers**

Academic	27	26	26	26
Non Academic	14.65	14.65	14.65	14.65