Technological University Briefing Meeting 18.04.2018

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Presentation

- Context
- Landscape Funding 2013 - 2018
- Technological Universities Act 2018
- Application Process
- Questions and Answers

Context 1

The *System Performance Framework 2018-2020* sets out a range of objectives to which the system is required to respond.

- National Strategy for Higher Education to 2030 (Landscape reform, Sahlberg, TUs)
- The Action Plan for Education 2016 – 2019
- National Skills Strategy 2025
- Innovation 2020 (National research strategy)
- Investing in National Ambition: A Strategy for Funding Higher Education
- National Plan for Equity of Access to Higher Education 2015-19
- Action Plan to Expand Apprenticeship and Traineeship in Ireland
- Irish Educated, Globally Connected (International education)
- Enterprise 2025 (National employment strategy)
- National Policy Statement on Entrepreneurship
  - OECD Review of Entrepreneurship in Higher Education / HEI Innovate
- Foreign Languages Strategy
- National Review of Gender Equality in Irish Higher Education Institutions
- Ireland 2040 National Planning Framework
- National Strategy on Education for Sustainable Development
- Evolving policy / strategy – e.g. Teacher supply

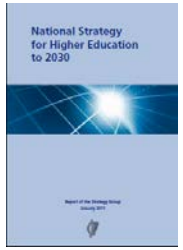
Context 2

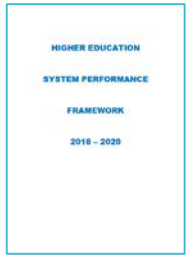
National Strategy for Higher Education (2011):

- *'the evolution of the institutes of technology'*
- *'challenges of scale and the rationale for change'*
- *'case for facilitating the evolution of some existing institutes, following a process of consolidation, into a form of university that is different in mission'*
- *'positioned to meet national strategic objectives relating to participation, access, quality, and research and development'.*

System Performance Framework 2014-2016 & 2018-2020:

- *'to allow HEIs to identify their strategic niche and mission and agree a performance compact aligned with funding with the Higher Education Authority'.*

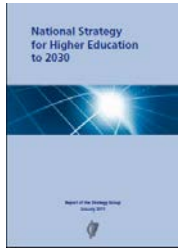




Context 3

National Strategy for Higher Education (2011):

- *'participate in regional clusters with partner universities of a similar scale in order to deliver on a range of national policy outcomes'*
- *'capable of engaging responsively with indigenous and multinational enterprises regionally, nationally and internationally'*
- *'provide sufficient scale and expertise to deliver excellence in teaching and learning with a strong focus on innovative and flexible modes of delivery'*
- *'shared services; efficiency benefits; and strong international profiles'*
- *'a federal national technological university runs counter to cluster approach'.*



Context 4

Higher Education Landscape Reform (2012-13):

- HEA review, consultation, policy proposals and policy direction
  - *'Towards a Future Higher Education Landscape'*
  - *'Completing the Landscape Process for Irish Higher Education'*
  - Minister set out the policy direction for the landscape of HE (May 2013).
  - See: http://hea.ie/policy/he-reform/the-changing-landscape/
- Set out a process and criteria for applications for Technological University
- HEA - 'proposals offer potentially important benefits to Irish HE';
  - Further enhancing the performance of those institutes of technology applying for technological university status;
  - Consolidation within the sector;
  - Geographical coherence and improved capacity of institutions to meet regional needs; and
  - Improved institutional scale.

Landscape Funding

2018

Landscape Funding 2013-17 of circa € 24M:

- Strong Government support for higher education Landscape Reform
  - To assist consortia of Institutes of Technology with some of the additional costs of progressing their plans to seek TU designation
  - € 10M DES funding in support of Technological University's in 2018-19
- Process has enabled
  - Significant progress by four TU consortia to date
  - HEA monitoring and engagement
  - Communication of outcomes
- 2018-19 call now live
  - Submissions before 5pm, Thursday April 26th 2018.
  - Outcomes in June 2018.
  - See: http://hea.ie/2018/03/27/hea-announces-e-12-m-in-support-of-higher-education-landscape-reforms-in-2018/

Landscape Funding

2013-2017

HEA/DES Funding	Total to date	Project Status
TU Consortia		
DIT/ITT/ ITB (TU4D)	€4,876,667	ongoing
CIT/IT Tralee (MTU)	€2,296,667	ongoing
IT Sligo/LYIT/GMIT (CUA)	€2,122,000	ongoing
WIT/IT Carlow (TUSE)	€720,000	ongoing
	€10,015,334	
Initial teacher education incorporations/collaborations		
DCU (MDI/SPD/CICE) incorporation	€11,416,667	**complete**
NUIG/St. Angela's College incorporation	€1,860,000	ongoing
MU/Froebel College of Education incorporation	€425,000	**complete**
UL/MIC/LIT collaboration	€200,000	ongoing
TOTAL	**€23,917,001**	

Technological Universities Act 2018

Technological Universities Act 2018:

- Sets out (*inter alia*):
  1. Nature and functions of a Technological University;
  2. Eligibility criteria;
  3. Process towards designation;
  4. Requirements post designation.

http://www.irishstatutebook.ie/pdf/2018/en.act.2018.0003.pdf

Technological Universities Act 2018

Eligibility criteria (simplified):

1. Two or more institutes;
2. Have 4 per cent research students (L9-L10/L8);
    1. Plan to reach 7 percent in 10 years
3. Have 30 per cent students flexible, engaged or mature;
4. Of full time academic staff delivering L8 + programmes:
    1. 90 per cent with L9 or L10
    2. 45 per cent hold L10 or equivalent (equiv. ≤ 10 per cent);
    3. Plan to reach 65 per cent L10 in 10 years.
5. 80 per cent of f/t/a staff have L10 where engaged in research & provision of a L10 programme
6. All L10 supervisory staff have L10 or equivalent & a research record
7. Have three research areas (L2 ISCED, L10 students & research activity)
    1. Demonstrate innovation and high-quality research and regional social & economic impact
    2. L10 programs comply with HEA/QQI doctoral education framework
    3. Plan to grow 3 research areas to 5 in 10 years
8. Have the capacity to perform as TU and demonstrate
    1. integrated, coherent and effective governance structures in place concerning academic, administrative and management matters
    2. strong links with business, enterprise, the professions, the community, local interests and other stakeholders in the region (and plans and procedures to further develop this).
    3. established procedures in writing for quality assurance and QQI approval
9. Be international in outlook (staff & student exchange, research collaboration)
10. Support social and cultural links, creativity, community in the region.

Technological Universities Act 2018

Other inputs / Considerations (simplified):

- Minister and Advisory Panel have regard to:
  1. *if the needs of students, business, enterprise, the professions, the community, local interests and other stakeholders in the region in which the campuses of the applicant institutes are located would be more efficiently and effectively served by the proposed technological university;*
  2. *if the projected demand, based on demographic trends, for higher education in the region in which the campuses of the applicant institutes are located would justify the technological university;*
  3. *if sufficient financial resources are available to the applicant institutes to meet projected costs;*
  4. *if the proposed technological university would be financially viable;*
  5. *if designating the technological university would comply with such policies of the Government as relate to higher education.*

Technological Universities Act 2018

Meeting / Assessing the Eligibility criteria:

1. Student Data – Most recent complete and verified HEA SRS return
    1. HEA will provide guidance/interpretation, e.g. 60%, thesis, research (see below);
    2. Staff Data – HEI return as part of submission;
    3. HEA will provide guidance, interpretation in form of framework
        1. Time-based (body of experience);
        2. Individual or CV based – clear contribution to the field;
        3. Preference for 2, HEI referencing Professional membership, Publication/Exhibition, performance, built environment, business/entrepreneurship, social/public service.
2. Data returns subject to external audit – test validity of approach;
3. Otherwise format is for proposers to decide (see slide 10, 11 above).

4. *Eligibility criteria – to the satisfaction of the advisory panel…*
5. *Eligibility criteria – can reasonably be viewed as…*
6. *HEA adopting a rational and reasonable approach.*

Technological Universities Act 2018

International Panel:

1. Minister expected to request the HEA and QQI to nominate at least 3 persons for consideration as members of an advisory panel to consider applications.
2. Minister to appoint panel, HEA to convene panel, manage the process.
3. Panel members should have 'a special interest or expertise in, or knowledge of, matters relating to higher education, at least two of whom shall have expertise at an international level in standards and practice in higher education'.
4. HEA/QQI sought nominees that have experience, national or international, in:
    1. Successful operation of universities with a technological mission, particularly in areas of:
        1. Teaching and learning and student experience;
        2. Research, innovation, knowledge transfer;
        3. Financial and HR management.
    2. Representing a group or groups that have close connections with higher education (e.g. as employers, or project partners, students).
    3. Planning and implementation of higher education and other institutional consolidation processes.
5. In compiling long & short list, HEA/QQI had regard to possible conflicts of interest – both real and perceived in this process and sought an appropriate gender balance (at least 40% women and 40% men).
6. HEA preference for standing panel.

Technological Universities Act 2018

International Panel process & outcome:

1. Application for designation;
2. External audits;
3. 3 or 4 day process, briefing, site visits, report prep;
4. Panel provision of report & advice to designate, designate with conditions or reject application;
5. HEA reviews report and adds any advice (suggests riders, etc.);
6. Report and HEA advice to Minister;
7. Ministerial Decision.

Thank you.

- Questions?
- E-mail – tconlon@hea.ie / sfitzgerald@hea.ie

ISCED-F 2013 L2

Narrow field of education in the International Standard Classification of Education (ISCED) 2011 or as amended.

- 001/003 Basic/broad, general programmes
- 011 Education
- 021 Arts
- 022 Humanities (except languages)
- 023 Languages
- 09 Personal development
- 031 Social and behavioural sciences
- 032 Journalism and information
- 041 Business and administration
- 042 Law
- 051 Biological and related sciences
- 052 Environment
- 053 Physical sciences
- 054 Mathematics and statistics
- 061 Information and Communication Technologies
- 071 Engineering and engineering trades
- 072 Manufacturing and processing
- 073 Architecture and construction
- 081 Agriculture
- 082 Forestry
- 083 Fishery
- 084 Veterinary
- 091 Health
- 092 Welfare
- 101 Personal services
- 102 Hygiene and occupational health services
- 103 Security services
- 104 Transport services
- 999 Fields unknown
- See:http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf

Example: Research Student

'Research' as defined in the Frascati Manual - 2015 Edition:

- Research and experimental development (R&D) comprise creative and systematic work undertaken in order to increase the stock of knowledge – including knowledge of humankind, culture and society – and to devise new applications of available knowledge.
- The term R&D covers three types of activity:
  - Basic research: experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundation of phenomena and observable facts, without any particular application or use in view;
  - Applied research: original investigation undertaken in order to acquire new knowledge. It is, however, directed primarily towards a specific, practical aim or objective;
  - Experimental development: systematic work, drawing on knowledge gained from research and practical experience and producing additional knowledge, which is directed to producing new products or processes or to improving existing products or processes.
  - See: http://www.oecd.org/sti/inno/frascati-manual.htm

Example: Thesis

QQI Research Degree Programmes Statutory Quality Assurance Guidelines (March 2017/QG6-V1)

8.2 Elements of assessment

- Procedures for assessment for research degrees include clarification of research output, most often a thesis (here meaning a coherent body of detailed written work on a specific topic particular to the student) but may also be a written submission with a selection of papers, performance practice or research artefact and, in some cases, performance in a viva voce (oral examination).

8.2.1 Research theses and contribution

- Procedures are clear on the variety of formats for capturing research contribution available to students, consistent with international norms in the disciplines in which programmes are offered. Specific contexts are identified in which formats other than a monograph may be appropriate. All permitted formats facilitate assessment against an equivalent standard. Clear guidelines are available to students, supervisors, examiners and members of an examination board on each format, including considerations to be taken into account in choosing it, at what stage a student can indicate the intended format, who can approve the format, standards, length and presentation and conventions and protocols for student vetting of their draft thesis using appropriate software. Procedures are in place which require acknowledgment of the specific contributions of others, if any, to the research project. Procedures are in place for accessing, disclosure, dissemination and archiving of the thesis, subsequent to award.
- See: https://www.qqi.ie/Publications/Publications/Research%20Degree%20Programmes%20QA%20Guidelines.pdf