Higher Education Authority
Eligibility Criteria Sample Process Review
- Munster Technological University

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Key dates:	
Date of fieldwork:	19 – 22 March 2019
Date of draft report:	10 May 2019
Date of final report:	15 May 2019

This report has been prepared on the basis of the limitations set out in Appendix 1.

This report and the work connected herewith are subject to the Terms and Conditions of the announcement letter dated 08 March 2019 between the Higher Education Authority (HEA) and Deloitte. This report has been commissioned by the Higher Education Authority (HEA) and the HEA is our client. We have provided consent to the HEA for the report to be published, however, we do not accept responsibility to any third party as the report has not been prepared, and is not intended to be relied on by any third parties.

1. Executive summary

1.1 Introduction

Chapter 9 of the Technological Universities Act 2018 (the "Act") sets out the application process for applicant institutes to become a technological university. To provide additional clarity on some areas, the Higher Education Authority (HEA) have issued a guidance document called *Technological Universities – Proposed process in respect of an application to become Technological University, 2018* (the "HEA Guidance") to assist applicant institutions with interpretation of the Act. Under this process, the Munster Technological University (hereinafter MTU) submitted their Application *Establishing the Munster Technological University - Application for designation as a technological university* (the "Application") to the Department of Education & Skills on 12 February 2019.

Section 28 of the Act sets out a number of eligibility criteria (the "Eligibility Criteria") that needs to be met and the MTU have set out in Chapter 4 of their Application how they meet each of the criteria for designation.

Deloitte were engaged by the HEA to assist the Advisory Panel in their evaluation of certain elements of the MTU Application.

1.1.1 Scope and approach

The HEA requested an independent external review of the following:

- The process used by the applicant institutes to verify relevant staff numbers, qualifications and/ or equivalence, for the purposes of an application under the Act;

- The process used by the applicant institutes to verify student categorisation, along with participation and registration on the named programme for the purposes of an application under the Act;

- The process used by the applicant institutes to verify programme type (research/ part-time/ remote/ online) and programme co-design for the purposes of an application under the Act; and to

- The proposed MTU integration costs, the assumptions underlying same, and any supporting analysis available in respect of the integration costs.

The Eligibility Criteria requested to be reviewed is set out in **Appendix 2**. Our review focussed on the processes applied to identify the metrics referenced in Chapter 4 of the Application to meet the eligibility criteria in the Act.

Our approach to this review was to:

- Through discussion with key staff, establish the processes applied to identify the metrics quoted in the Application for each of the eligibility criteria to be reviewed and the process used to identify the integration costs included in the Application;

- Evaluate the process applied by checking sample data and reviewing assumptions underlying same.

It should be noted that Deloitte did not undertake testing of full data population. As part of our review we identified the approach and process applied by the MTU and selected a small sample of each relevant data population in order to evaluate the process undertaken. The sample sizes were agreed with the HEA in advance of our review. Refer to each section for further details of the evaluation undertaken. Our work was conducted in accordance with the limitations set out in Appendix 1.

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We set out below a high level outcome of our review by eligibility criteria.

Legislative criteria	(Extract from Application) How MTU meets the criteria	Outcome of Deloitte review
S. 28 (1) (a) of the students of the applicant institutes registered on a programme that leads to an award to at least honours bachelors degree level: (i) at least 4 per cent are research students registered on a programme which leads to an award to at least masters degree level, and	The total number of students is 7547 of whom 358, i.e. **4.74%** are research students or participating in a master's where not less than 60% of the available credits are assigned in respect of a thesis or theses prepared by the student based on research conduct. **Thus, the criterion has been met.**	The base data used for the analysis was the consolidated Student Records System (SRS) as of March 2018 returned to the HEA. Deloitte carried out testing to ascertain the validity of the information in the SRS for a sample of students and no issues were identified. No issues have come to our attention to indicate that the process to collate the student numbers applied by the MTU was unsatisfactory. Please refer to section 2.1.2. for further details Our review identified that of the 7,547 students, 358 or **4.74%** students are research students registered on a programme which leads to an award to at least masters degree level. However, 139 of the 358 research students were registered in programme type 25W (Masters Taught, with a min 60% ETCS research credits). Our review does not include whether the process of identifying or classifying the modules under these programmes were appropriately classified as 'research credit' eligible. We are not in a position to independently verify if such modules were eligible for research credits as this requires subject matter expertise. We therefore request the Advisory Panel to review these five Masters programmes to ascertain if the students undertaking these programmes should be considered research students. Please refer to section 2.1.3. for further details
(ii) at least 30 per cent fall within one or more than one of the following classes of students:	(MTU left this section blank)	MTU is only required to meet one condition on this criteria. While condition (I) was not achieved the MTU Application provided information that conditions II and III were attained. The results of evaluation for condition II and III are as follows:
(I) students who are registered on a programme that is provided on a flexible basis, such as by means of part-time, online or distance learning;	The total number of students considered is 7547 of whom, 1465, i.e. 19.47% are registered on part-time, distance learning or e-learning programmes.	Not Applicable

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(II) students who are registered on a programme that has been designed, and is being delivered, with the involvement (which shall be construed in accordance with subsection (2)(b)), of business, enterprise, the professions, the community, local interests and other related stakeholders in the region in which the campuses of the applicant institutes are located;	All programmes are designed and developed in conjunction with industry contact(s) relevant to the programme. All programmes require involvement of external examiner(s) (of business, enterprise, the professions, the community, local interests and other related stakeholders) to contribute to the assessment of learners. The total number of students is 7547 of whom 4468, i.e. **59.20%** are registered on programmes containing work placement as part of the programme. **Thus, the criterion has been met.**	The approach undertaken by MTU in determining the design, and delivery of programmes that would address the legislative criteria seems reasonable. Our review identified that of the 7,547 students, 4,468 or **59.20%** students are registered on programmes with a work placement module regardless of region. However, taking into account the region where the students took their work placement, an average of 86.42% students took work placement within the region (NUTS 2). By applying this average, 3,861 or **51.16%** out of the 4,468 students are registered on programmes with a work placement module are expected to be placed within the region. Refer to section 2.1.4 for further details.
(III) students who are not less than 23 years of age.	The total number of students is 7547 of whom **37%** were 23 years old as of the 1 January 2017. **Thus, the criterion has been met.**	The approach undertaken by MTU in determining the age of students that would address the legislative criteria seems reasonable. Our review identified that of the 7,547 students, 2,735 or **36.24%** are students who are not less than 23 years of age. The discrepancy does not impact the achievement of the eligibility criteria. Refer to section 2.1.4 for further details.

Deloitte.

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Legislative criteria	(Extract from Application) How MTU meets the criteria	Outcome of Deloitte review
S. 28 (1) (c) of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to an award to at least honours bachelor degree level— (i) at least 90 per cent hold a masters degree or doctoral degree,	Full-time academic staff (including academic management or management specifically engaged in programme development), contracted on a permanent whole-time, temporary whole-time or contract of indefinite duration with an FTE of 1, delivering at level 8 and above = 546. Currently **93.22%** of staff hold a master's or a doctoral degree or their highest qualification attainment is the highest achievable in their primary qualification degree or master's track. **Thus, the criterion has been met.**	The MTU advised that as per the HEA guidance document (refer to Appendix 3 for extract), they included staff deemed to have terminal degrees in order to meet the legislative criteria in *S. 28 (1) (c) (i)*. We request that the Advisory Panel review this approach. The base data used for this analysis was the consolidated Public Sector Numbers (PSN) as of September 2018 returned to the HEA. Deloitte carried out testing to ascertain the validity of the information in the base number of staff. Although issues were identified around the split of staff holding various qualifications (see figure 1.4 on page 23 for detail) the base number of staff remained at 546. We also identified that 21 of the base number of these full-time academic staff members (1 x L8, 1 x L9, and 19 x L10 degree) are engaged in the provision of only one hour on a programme that leads to at least honours bachelor degree level. We queried this with the MTU, please refer to Appendix 7 for their response. Of the 546 full-time academic staff members, the MTU identified that 509 staff held a masters, doctoral or terminal degree per the dataset provided. From a sample of 33 full-time academic staff with a masters, doctoral or terminal degree, we identified three variances or a 9% error rate where two masters degrees and one terminal degree were inappropriately accounted for in the data. All three staff had a level 8 degree. The errors identified above change the number of staff holding a masters, doctoral or terminal degree from 509 to 506 or **92.67%.** The variance identified on the sample above, taken in isolation, does not impact on the MTU achieving this eligibility criteria. However, should the error rate be extrapolated across the 509 staff (academic staff holding a L9, L10 or terminal degree), it would mean 46 staff being downgraded to a Level 8, leaving 463 staff or **84.80%** of full-time academic staff holding either a L9, L10 or terminal degree. Please refer to section 3.1.2. for further details

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Legislative criteria	(Extract from Application) How MTU meets the criteria	Outcome of Deloitte review
(ii) at least 45 per cent hold— (I) a doctoral degree, or (II) subject to subparagraph (iii), a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree, and	Currently, **47.44%** of staff possess a doctoral degree or equivalent. **Thus, the criterion has been met.** Currently, **39.19%** of staff possess a doctoral degree. Currently, **8.24%** of staff hold a qualification to at least honours degree within the framework together with a professional membership or a qualification that is the highest achievable in their profession deemed equivalent.	Prior to the Deloitte review, the MTU identified an error where two level 10 staff should have been recorded as having a level 9 degree. The figures reviewed by Deloitte were the amended numbers. The MTU identified that 212 staff hold a L10 degree and 45 staff hold a terminal degree. Deloitte selected a total sample of 20 full-time academic staff from the base data, split by 10 doctoral and 10 terminal degrees for review. Our review identified the following: • One staff member was included as having a terminal degree in error (10% error in the terminal degree sample), their qualification was a level 8. Therefore, Deloitte identified 44 staff members with a terminal degree and 212 full-time academic staff who held a doctoral degree. When we calculated the number of staff with a doctoral degree and/or terminal degree (256) as a percentage of the total staff (546), our calculations identified that **46.89%** of full-time academic staff hold a doctoral degree or terminal degree. The percentage is split by **38.83%** holding a doctoral degree and **8.06%** holding a terminal degree. If we were to extrapolate the error rate identified in the terminal degree sample across the whole terminal degree population (45) per the MTU records, the number of staff with a terminal degree would be reduced by 5 (figure is rounded) to 40. Taking the 40 terminal degree staff together with the 212 L10 staff would give a combined number of **252** staff or **46.15**% with a doctoral degree and/or terminal degree. Refer to section 3.1.3 for further details.
(III) not more than 10 per cent hold only the qualifications referred to in subparagraph (ii)(II);	Only **8.24%** per cent hold only the qualifications referred to in subparagraph (ii)(II); **Thus, the criterion has been met.**	As mentioned above, our review identified that one staff members' qualification should be treated as a NFQ level 8 and not a terminal degree. This error on the sample selected, taken in isolation, identified 44 staff hold a terminal degree which is **8.06%** of the full-time academic staff. Should the error rate be extrapolated across the terminal degree population (45 as reported by the MTU), the number of staff with a terminal degree would be reduced by 5 (figure is rounded) to 40 or **7.33%** of the full-time academic staff. The discrepancy does not impact the achievement of the eligibility criteria. Refer to section 3.1.4 for further details.

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Legislative criteria	(Extract from Application) How MTU meets the criteria	Outcome of Deloitte review
S. 28 (1) (e) of the full-time academic staff of the applicant institutes engaged in both of the following, at least 80 per cent hold a doctoral degree— (i) the provision of a programme that leads to an award at doctoral degree level, and	(i) Currently, **94%** of such full-time academic staff hold a doctoral degree. **Thus, the criterion has been met.**	Deloitte sought a copy of the Register of Research students and their supervisors to ascertain the validity of the data included in the MTU Application. Of the 119 level 10 students, **68** internal supervisors were identified. A sample of 20 PhD students (18 from CIT and 2 from ITT) were selected from the database provided to ascertain the validity of the supervisors. We identified some inconsistencies relating to supervisors between the database provided and the PhD application forms. Please refer to section 3.1.5. for more detail. Using the database provided, we recalculated the qualifications held by the full-time academic staff who are engaged in the provision of a programme that leads to an award at doctoral degree level, and identified that **64** or **94.12%** of staff hold a doctoral degree. Refer to section 3.1.5 for further details.
(ii) the conduct of research;	(ii) Currently, **94%** of such full-time academic staff hold a doctoral degree. **Thus, the criterion has been met.**	Of the 20 PhD students selected for review, we identified 45 supervisors, 31 of these were internal supervisors (primary or secondary based at CIT or ITT) and we checked that they met the 'research active' criteria at the time of the PhD student's application. Our review identified a number of issues including: • one student whose primary and secondary supervisors had published only one article each in five years preceding the student's PhD application, however, a supervisor mentor was also assigned who had published at least 3 articles; • one secondary supervisor supervising one of the PhD students does not appear to have published articles in the five years preceding their supervision of their PhD student, therefore they were not 'research active'. We noted that the primary supervisor assigned to the student was research active; • 14 students who had either primary or secondary supervisors (17 supervisors identified) who had not previously supervised a PhD student, however, in 12 of these cases, we noted from the application form that there was another supervisor assigned to who had previously supervised a PhD student. Please refer to section 3.1.5 for further details. The exceptions noted above were at the point in time of the PhD student application which may be several years prior to the MTU Application and result in an error rate of 9.68%. If we extrapolate that error rate across the 64 internal L10 supervisors, the number is reduced by six to **58** or **85%** of staff holding a doctoral degree. **Continued . . . ./**

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Legislative criteria	(Extract from Application) How MTU meets the criteria	Outcome of Deloitte review
(ii) the conduct of research;	(ii) Currently, **94%** of such full-time academic staff hold a doctoral degree. **Thus, the criterion has been met.**	**. . . . / continued** We also reviewed the sample, to establish if the sample of 31 supervisors are <u>currently research active</u> and noted: • one secondary supervisor is not currently research active as the supervisor's last research publication was in the year 2005. This is an error rate of 3.23%. If we extrapolate that across the 64 internal supervisors holding a doctoral degree, the number would be reduced by two to **62** staff holding a doctoral degree that was research active achieving **91.08%.** The Advisory Panel should ascertain which status is appropriate, that of the supervisors at the time of the PhD student application or at the time the MTU application was made. Refer to section 3.1.5 and 3.1.7 for further details.

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Legislative criteria	(Extract from Application) How MTU meets the criteria	Outcome of Deloitte review
S. 28 (1) (f) each of the full-time academic staff of the applicant institutes engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level— (i) holds— (I) a doctoral degree, or	Currently, **94%** of such full-time academic staff hold a doctoral degree.	The approach taken by MTU was to consider the highest qualification of the team of supervisors (both supervisor and co-supervisor) for each level 10 student. It is Deloitte's interpretation of the legislation that all PhD supervisors should hold a level 10 degree or a terminal degree, as well as sufficient practical experience. The Advisory Panel will need to review the approach taken by the MTU. Deloitte selected a random sample of 15 internal supervisors of PhD students listed as having a doctoral degree to ascertain that they held the qualification per the dataset provided and no issues came to our attention based on the samples selected.
(II) a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree,	Not applicable	Of the 68 full-time internal PhD supervisors, Deloitte noted that: • three level 9 supervisors of PhD students were supported by a co-supervisor who has at least a level 10 degree. • one terminal degree supervisor, and one level 9 supervisor were identified as primary supervisors. Primary supervisors should be at least level 10, although we were informed by the MTU that the person who received the funding is usually recorded as the primary supervisor on the internal database whish we were informed is not an official records system. Refer to Appendix 9 for details. Further, Deloitte identified that one full-time academic staff engaged in the supervision of level 10 students holds a terminal degree. The MTU did not include this staff member when calculating their eligibility numbers. For purposes of this criteria, Deloitte understands that the terminal degree should be included which would have brought the total to 65 staff holding either a doctoral or terminal degree. Our review identified that of the 68 full-time academic staff engaged in the supervision of level 10 students, 65 or **95.59%** were full-time academic staff who hold a doctoral or terminal degree. We request that the Advisory Panel as subject matter experts review the approach taken by the MTU. Please refer to section 3.1.6 for further details.

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(ii) has a record of continued conduct of research in an area relevant to the programme;	Currently **100%** of full-time academic staff engaged in the supervision of PhD students have a record of continued conduct of research in an area relevant to the programme. **Thus, the criterion has been met.**	The MTU indicated that they assessed the principal and co-supervisors of each research student together as one when determining if staff were deemed research active. We believe that this approach needs to be assessed by the Advisory Panel. Deloitte identified 68 full-time academic staff of the applicant institutes were engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level. Refer to figure 1.6 on page 27 for details. Of the 20 PhD students selected for review, we identified 45 supervisors associated with these students, 31 of these were internal supervisors (primary or secondary based at CIT or ITT) and we checked if they have met the 'research active' criteria. Our review identified: • a number of issues around supervisors being research active at the time they began supervising their PhD students which in many instances was several years prior to the MTU Application, please refer to section 3.1.7 for details. • one secondary supervisor who is not currently research active as the supervisor's last research publication was in the year 2005. This represents an error rate of 3.23% from our sample. If we extrapolate the error rate across the 68 supervisors (holding a L9, L10 or terminal degree), the number would be reduced by two (2) to 66 or **97.06%** supervisors being research active. Please refer to section 3.1.7 for further details.

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S.28 (1) (g) in respect of not less than 3 fields of education— (i) the applicant institutes provide programmes that lead to awards to doctoral degree level, and (ii) the academic staff and students of the applicant institutes conduct research;	Programmes leading to doctoral degree level are provided in the following broad ISCED fields of education: 01 – Education 02 – Arts and Humanities 04 – Business, Administration and Law 05 – Natural Sciences, Mathematics and Statistics 06 – Information and Communication Technologies 07 – Engineering, Manufacturing and Construction 09 – Health and Welfare **Thus, the criterion has been met.**	No issue came to our attention to indicate that the MTU have not met the 3 fields of education criteria, although one of the fields was incorrectly recorded in the Application. Please refer to section 4.1.1 and 4.1.2 for details.

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Legislative criteria	(Extract from Application) How MTU meets the criteria	Outcome of Deloitte review
N/A	*Review of the proposed MTU integration costs, verification and reporting on the basis for same.* In the Application the MTU outline €12m of Integration costs over an eight period on a sliding scale from €3.5m year 1 to €500k in year 8. According to the Application, the MTU integration team are confident the integration costs will be funded by the State in addition to the normal State Grants.	Deloitte sought to identify the backup documentation underpinning the ask for €12m integration costs from the HEA. At the time of submitting the MTU Application the backup documentation was not available to support the integration costs included in the Application. At the time of the submission, the budget provided by the MTU integration team, which was drafted in April 2018, outlined pre-merger costs averaging €2.8m per annum for 2018 and 2019. The MTU integration team outlined that their approach to the integration costs in the Application was "*The budget at time of preparation included 2018 (€2.2m) and 2019 (€3.5m). There are also matching costs which are not included but we estimated an average funding requirement of €3m per year giving €12m for 4 years which is the first academic cycle. The MTU Business Case was design around the first 2 academic cycles i.e. years 1-4 and years 5-8*". Subsequently, a budget was drafted for integration costs from 2020-2022 which identifies the pay and non-pay costs for the integration process. Deloitte were unable to reconcile the integration costs included in this budget to the €12m included in the Application. This budget was reviewed by the Oversight Board on 3 April 2019, nearly two months after the Application was submitted. Please refer to section 5.1 for further detail.

2. Specific Findings – Student Profile Criteria

2. Student Profile Criteria

An overview of the process to collate student profile information applied by MTU together with details of the independent outcome of the review is outlined below.
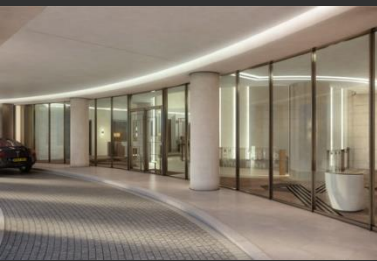
2.1 Overview - Student Profile Criteria

2.1.1. Overview:

In making their Application to meet the student profile criteria, MTU relied on the data returned as part of the Student Records System (SRS) return for March 2018 submitted to the Higher Education Authority (HEA). For the two institutions Cork Institute of Technology (CIT), and Institute of Technology Tralee (ITT), the HEA indicated that they were satisfied that the March 2018 SRS numbers were used to determine if they have achieved the Eligibility Criteria set-out on Section 28 of the Technological Universities Act 2018.

The two institutes (CIT, and ITT) rely on their internal controls to ensure the data integrity of the SRS returns. In addition, the two institutes investigates the SRS for anomalies prior to submitting the SRS returns. The Registrar of the applicant institute signs the SRS return confirming its accuracy. Upon submission, the HEA conducts a sense check over the SRS returns submitted by each institution. Please refer to Appendix 1 for the limitations associated with using this data.

The SRS return is submitted bi-annually to the HEA by both institutes in March, and November of each year. There are two streams to the data submitted:

- Data for current students - those who are actively in the process of completing a programme in the current academic year.
- Data for graduates - those who have successfully completed a programme in the preceding academic year.

The SRS consists of three files:

- **Programme file** – contains information on the general area of study that a course belongs to e.g. Bachelor of Engineering, Bachelor of Arts, Diploma in Business Studies. The programme file contains descriptors such as programme name, faculty, and programme type (i.e. Undergraduate Degree).

- **Course file** – a course is a denominated area of study within a programme, for instance, Bachelor of Engineering in Electronic & Electrical Engineering. The student has enrolled on the programme Bachelor of Engineering but is pursuing a more specific area of study. The course file contains descriptors such as course name, course code, awarding body etc.

- **Student survey** - contains the individual student or graduate records. A broad range of data is collected: student details such as age; gender; country of origin; course details such as course being pursued; mode of study (full-time/part-time); and subject data (where further breakdown is required e.g. BA Arts, BSc Science).

In compiling the data for the MTU Application, the MTU Data Reporting Officer was responsible for collating the SRS data for the two institutes (CIT, and ITT). The ITT Student Records and Reporting department, and CIT Banner Office is responsible for compiling the data required for the SRS returns.

One consolidated SRS file collated by the MTU Data Reporting officer, containing the three SRS data files (Programme file, Course File, and Student Survey) from both institutes (CIT, and ITT) was received. This consolidated dataset was used by the MTU project team to determine if they met the criteria as set out below in the Technological Universities Act 2018. For confidentiality purposes, the identifiable student data from the consolidated dataset was altered by removing student personal information. No other alterations were made to the SRS dataset.

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2. Student Profile Criteria

Overview - Student Profile Criteria

2.1.2. Student Numbers:

> Eligibility Criteria – The Act states:
>
> *S.28 (1) (a) of the students of the applicant institutes registered on a programme that leads to an award to at least honours bachelor degree level.*
>
> *(i) At least 4 per cent are research students registered on a programme, which leads to an award to at least master's degree level.*

To establish the percentage of research students total, the total population of students registered on programmes leading to at least an honours bachelor degree had to be first identified.

MTU identified that the combined total students based from the SRS dataset of the applicant institutions (CIT, and ITT) is 19,687. Through the SRS dataset, MTU identified the relevant students as set out by the criteria and the following inclusions and exclusions were applied in the SRS dataset:

I. Types of Students

- Enrolment status – All students that were considered as "Graduates" who completed the program on the previous academic year (2016/2017) were excluded.

II. Programmes that leads to an award to at least honours bachelor degree level

- NFQ Level – The Irish National Framework of Qualifications (NFQ) provides guidelines as to what level of qualification would merit at least an honours bachelor's degree (or at least level 8). All students who are not enrolled in NFQ level 8, 9, and 10 were excluded.

- Programme Type – these were programmes identified that would merit at least an honours bachelor's degree. All students enrolled under programmes 11, 12, 23, 25, 25W, 26, 27, 29, and 30 were included.

Figure 1.0

NFQ	Programme Type	No. of Students
8	11	6,300
	12	26
	29	124
9	23	142
	25	583
	25W	139
	26	100
	30	14
10	27	119
Grand Total		**7,547**

Figure 1.0 above illustrates the final number of students (7,547) who are registered in a programme that would lead to an award to at least honours bachelors degree level and used by MTU to evaluate against the legislative criteria. This figure includes students from CIT, and ITT.

Deloitte Review: We independently reviewed the consolidated SRS data used to evaluate whether MTU would meet the legislative criteria set by the Act. We have ascertained that the programmes considered by MTU would merit an award of at least honours bachelors degree level as set out in the NFQ. Out of the 19,687 students on the SRS of the two institutions, filters were applied to determine the students that would be considered under these programmes. Our review identified 7,547 students which matched what MTU reported.

To determine the integrity of the consolidated SRS, we selected a sample of 20 students from the consolidated SRS. For the 20 sample students, we reviewed the student record on the Banner system of each institution to ascertain that the student took the December 2017/ last exam, and that the students were registered in the programme reported in the SRS. No issues have come to our attention to indicate that the process to collate the student numbers applied by the MTU was unsatisfactory.

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Overview - Student Profile Criteria

2.1.3. Research Students:

> Eligibility Criteria (legislative criteria)
>
> (i) At least 4 per cent are research students registered on a programme, which leads to an award to at least master's degree level.

Technological Universities Act 2018 provides a specific criteria in order for a student to be considered as a research student. Per the Act, "*research student is a student who is registered on a programme of education and training where not less than 60% of the available credits are assigned in respect of a thesis or theses prepared by the student based on research conducted by him or her*".

With respect to the Act above, the HEA have provided additional guidance and defined a number of terms such as 'research', and a 'thesis or theses'. Please refer to Appendix 3 for an extract of the HEA guidance.

Based on the definition of a 'research student', 'research', and 'thesis or theses', MTU identified the programmes leading to an award to at least master's degree level that have research components as part of the required credits to be completed by a student. The programme codes considered by MTU for this criteria are depicted in Figure 1.1.

Figure 1.1

Programme Code	Programme Type	No. of Students
25W	Masters Taught	139
26	Masters Research (Postgraduate)	100
27	PhD (Postgraduate)	119
Grand Total		**358**

MTU identified programme codes 26, and 27 for this criterion as both programme types are research based programmes which have significant research components as part of the credits to be completed. In addition to programme types 26, and 27, programme type 25W was also identified as the students research thesis credits and experimental development (R&D) in other components make up at least 60% of available credits.

There are only five programmes under the programme type 25W, all five Master's Taught programmes are offered by CIT.

Deloitte Review: The process applied by MTU to identify programmes considered by MTU which leads to an award to at least master's degree level and have the minimum research component as required by the Act seems reasonable. The number of students taking these programmes were reviewed using the SRS dataset. No variance was identified between the figures we calculated against what MTU reported in their application which was **4.74%** (358 of 7,547 students).

Additionally, in evaluating the process applied by MTU, we reviewed all five programmes that had a programme code type 25W. For each of the 25W programmes, we inspected the approved course schedule and ascertained that the research components identified by MTU, were 60% or over of the available credits. Our review identified that the Approved Course Schedule for one programme (code CR_ATHPY_9) recorded the total available credits as a total of 95, instead of 90 credits. As consulted with Head of Department – Arts in Health and Education, we noted that the approved course schedule had incorrectly classified an elective course as mandatory that caused the total available credits to be overstated by 5 credits, and should have a total of 90 credits. The error does not impact the achievement of the eligibility criteria.

However, our review does not include whether the process of identifying or classifying the modules under the programme were appropriately classified as research credit eligible. We are not in a position to independently verify if such modules were eligible for research credits as this requires subject matter expertise. Instead, we have gathered facts for the five 25W programmes as set out in Appendix 5 to enable the Advisory Panel to decide whether the modules under the five 25W programmes were appropriately classified as research credit eligible.

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2. Student Profile Criteria

Overview - Student Profile Criteria

2.1.4. Students on programmes delivered with involvement of business, enterprise / Student age:

> Eligibility Criteria (legislative criteria)
>
> *S. 28 (1) (ii) at least 30 per cent fall within one or more than one of the following classes of students:*
>
> > *(I)   Students who are registered on a programme that is provided on a flexible basis, such as by means of part-time, online or distance learning*
> >
> > *(II) Students who are registered on a programme that has been designed, and is being delivered with the involvement (which will be construed in accordance with subsection (2)(b)), of business, enterprise, the professions, the community, local interests in the region in which the campuses of the applicant institutes are located;*
> >
> > *(III) Students who are not less than 23 years of age.*

As per the legislation set out above, the MTU were only required to meet 30% in one or more of (I), (II) and (III). As per their Application, MTU achieved 30%+ in (II) and (III) and 19% in (I). Therefore, **(I)** was not in scope for our review, as it fell short of the threshold required.

(II)   Further to the Eligibility Criteria above, subsection *(2)(b)* states that:

> *S. 28 (2) (b) For the purposes of subparagraph (ii)(II) of subsection (1)(a), "involvement" in relation to a programme may include—*
>
> > *(iii)   providing a work placement for a student registered on the programme.*

MTU have interpreted this condition based on subsection (2)(b)(iii), where students under the programme go through a work placement. MTU had included all students in the programmes with a work placement regardless whether such student has a work placement within or outside the region.

MTU had defined "region" as those that are within the Nomenclature of Territorial Units for Statistics 2 ("NUTS 2"). For purposes of this criteria, MTU defined the following classifications:
- NUTS2 – This covers Republic of Ireland
- Outside NUTS2 – This covers Northern Ireland
- International – Countries outside of the island of Ireland

The reported number per the MTU Application on this condition was **4,468** students or **59.20%** of 7,547 students.

Deloitte Review: The approach taken by MTU in reference to 28. (1) (ii) (II) above, using programmes that require a work placement seems reasonable. We have reviewed a sample of 5 programmes (leading to at least honours bachelor degree level) and ascertained that the programmes included in the Application meet the following criteria per the legislation:
- Designed – The programmes were designed with the involvement of business, enterprise, the professions, the community or local interests. We reviewed the last programmatic reviews for evidence of this.
- Delivery – The programmes have work placements. We reviewed the approved course schedules for evidence of this.

Overview - Student Profile Criteria

Our review identified that of the 7,547 students, 4,468 or **59.20%** students are registered on programmes with a work placement module regardless of region in which the campuses of the applicant institutes are located. This matched what MTU reported in the Application.

Additionally, we have reviewed the region where the students took their work placement. As part of our review, an analysis was made on the students (1,259) who were on a work placement in the academic year 2017/2018 as depicted in Figure 1.2.

Figure 1.2

Region	Actual No. of Students	Extrapolated No. of Students	%
NUTS 2	1,088	3,861	86.42%
Outside NUTS 2	73	259	5.80%
International	92	327	7.31%
Incomplete work placement	6	21	0.48%
Grand Total	**1,259**	**4,468**	**100%**

Based on our analysis, an average of 86.42% of students took work placement within NUTS 2 (the "region"). We extrapolated the number of students in a work placement and determined that of the 4,468 students registered on a work programme, an extrapolated number of 3,861 students are expected to take their work placement within the region. The rest of the students took their work placement outside NUTS2, internationally, or have not completed their work placement due to unforeseen personal circumstances.

Based from the above analysis, an extrapolated number of 3,861 or **51.16%** out of the 7,547 students are registered on programmes with a work placement module are expected to be placed within the region.

(III) MTU have determined the age of students based on the date of birth in the consolidated SRS as of March 2018 and had set a cut-off date of 1st September 2017. Students who were 23 years of age as of 1st of September 2017 had been included for this criterion. MTU have performed calculations to determine the age of students as of 1st of September 2017. The reported number per the Application on this condition was 37%.

Deloitte Review: The approach undertaken by MTU in determining the age of students that would address the legislative criteria seems reasonable. As part of our review, we developed an independent function to take into consideration the age of the student as of 1st of September 2017.

Our review identified that of the 7,547 students, 2,735 or **36.24%** are students who are not less than 23 years of age. The discrepancy does not impact the achievement of the eligibility criteria.

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3. Specific Findings – Staff Profile Criteria

3. Staff Profile Criteria

An overview of the process to collate staff profile information applied by MTU together with details of the independent outcome of the review is outlined below.

3.1 Overview - Staff Profile Criteria

3.1.1 Overview:

The MTU team informed us of the process they applied in respect of the Staff Profile Criteria which we set out below.
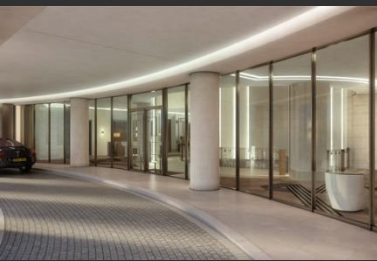
To collate the number "*of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to an award to at least honours bachelor degree level*", the MTU used the September 2018 Employment Control Framework (also known as the Public Sector Numbers (PSN)) that was submitted to the Higher Education Authority (HEA). The data was collated for each applicant institution separately by the MTU Data Reporting Officer before being merged into a single dataset. The PSN data was taken from the CoreHR System which holds staff information including staff category, employment status, whole-time equivalency and staff qualifications. The PSN return is submitted by each institute on a quarterly basis to the HEA. The returns include all staff employed in an institution (including all permanent staff, all contract staff and all staff on secondment from other bodies) who are members of public sector pension schemes.

To meet the staff profile criteria as set out in the Act sections 28.1(c), the MTU approach was to calculate the number of staff in the following categories: Academic, Academic Management, Academic Researchers contracted with an employment status of permanent whole-time, temporary whole-time or contract of indefinite duration where their whole-time equivalent or headcount = 1 and who are engaged in the provision of a programme that leads to an award to at least honours bachelor degree level (NFQL 8). From this, the MTU team identified the full-time academic staff.

The MTU Data Reporting Officer used the timetabling system in each institution as at November 2018 to determine the full-time academic staff that were allocated hours assigned to programmes that lead to an award of at least an honours bachelor degree level (Irish National Framework of Qualifications (NFQ) Levels 8, 9 and 10).

To identify staff qualifications, the HR Departments of each applicant institution maintain personnel files which includes staff contracts, qualification parchments and other relevant documentation in order to determine the staff members highest qualification. One institution applied a self-declaration where they asked all staff to check their qualifications via Core Employee Self-Service and to update their staff record as appropriate, this included bringing their original parchments, transcripts of results, memberships and other evidence to the HR department for review where a photocopy was taken. A note was made on the photocopy that the original document was sighted, it was then dated and signed by the HR staff member and retained on the staff file. The second institution required staff to present their qualifications, memberships and other evidence to the HR Department as verification/proof of any new qualification obtained, these were photocopied as per the first institution and retained for the staff file.

Following the above, the individual applicant institute data was then collated into one dataset called the *Staff Profile MTU Submission*. This dataset was used by the MTU project team to analyse their staff eligibility criteria as set out in the Technological Universities Act 2018.

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3. Staff Profile Criteria

Overview – Staff Profile Criteria

3.1.2 Full-time academic staff holding a masters or doctoral degree:

Eligibility Criteria (legislative criteria)

S. 28 (1) (c) of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to an award to at least honours bachelor degree level—

(i) at least 90 per cent hold a masters degree or doctoral degree,

To collate the number "*of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to at least honours bachelor degree level*", the MTU used the September 2018 PSN that was submitted to the HEA for CIT and ITT. Figure 1.3 shows the numbers as collated by the MTU team.

The MTU's approach was to collate the PSN information for CIT and ITT as at September 2018 into a single dataset called *Staff Profile MTU Submission* and to:

- identify the number of full-time staff in the following categories from CoreHR; Academic, Academic Management, Academic Researchers contracted;

- Identify the above with an employment status of permanent whole-time, temporary whole-time or contract of indefinite duration;

- Identify staff where their whole-time equivalent or headcount = 1;

- identify those staff delivering or engaged in the provision of programmes that *leads to an award to at least honours bachelor degree level*, by reference to academic staff allocated hours via timetabling at a point in time (November 2018). CIT and ITT use different timetabling systems (CIT use Course Builder, ITT use Syllabus Plus/Banner). The approach was to include academic staff assigned to programmes designated at NFQ Levels 8, 9 and 10 only on both timetabling systems.

- CIT identified 59 staff delivering hours that leads to an award to at least honours bachelor degree level who were excluded from the overall count. The staff were excluded based on the nature of the programmes offered within their respective assigned department, please refer to Appendix 8 for the rationale provided by the MTU in their supporting document.

Having completed the above analysis, the data identified the *full-time academic staff . . engaged in the provision of a programme that leads to an award to at least honours bachelor degree level* as **546**.

The MTU advised that as per the HEA guidance document refer to Appendix 3 for extract, they also included staff deemed to have terminal degrees in order to meet the legislative criteria in *S. 28 (1) (c) (i)*. We request that the Advisory Panel review this approach.

Taking the above dataset, further filters were then applied to identify the "*full-time academic staff* "*engaged in the provision of a programme that leads to an award to at least honours bachelor degree level*" that hold a masters, doctoral degree, a level 10 equivalent or terminal. The staff number identified by the MTU in their application was **509** or **93.22%**.

Figure 1.3

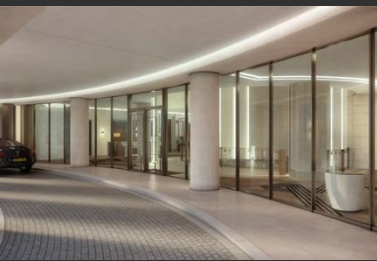| Description of filters applied to dataset	No. of staff after filters applied		
	CIT	ITT	Total
PSN figures returned to HEA September 2018	1,115	677	1,792
Those that are Academic staff	742	290	1,032
Employment status: PW, TW, ID	594	265	859
Whole-time equivalent = 1	575	207	782
Engaged in the provision of programmes at honours bachelor degree level or above	445	160	605
Exclusion of following Departments: - CIT - Cork School of Music - CSM - CIT - Department of Fine Art (CCAD)	386	160	546
Grand Total			546

Figure 1.3a

Description of filters applied to dataset	No. of staff after filters applied		
	CIT	ITT	Total
Staff with L9, L10, a L10 equivalent or terminal degree	359	150	509

Overview – Staff Profile Criteria

Continued . . ./ 3.1.2 Full-time academic staff holding a masters or doctoral degree:

Deloitte Review: MTU provided Deloitte with the *Staff Profile MTU Submission* dataset. From this dataset we performed a walkthrough of the process applied by the MTU to calculate their staff profile figures. We recalculated the figures applying the same filters and no issues were identified. The process applied by MTU to calculate the staff profile criteria figures seems reasonable, although the MTU application only included academic staff assigned to *Ab Initio* programmes designated at NFQ Levels 8, 9 and 10. Staff engaged in programmes at level 6 or 7 with a pathway to a level 8 were not included. Additionally, the approach taken by the MTU included staff with terminal degrees when the criteria refers only to masters and doctoral degrees. The Advisory Panel will need to review the approach taken.

To ascertain the validity of the data in the *Staff Profile MTU Submission* dataset and the base number of 546, we selected a random sample of 30 (5%) academic staff listed as having a masters, doctoral and terminal degree on a pro-rata basis between the two applicant institutions. We later increased this by 3 further academic staff (6%) as three staff had a "0" assigned to them in the Highest Qualification field in the dataset, we were informed that these 3 staff were included in the number of staff who had a L8 degree. The purpose of our testing was to ascertain that the selected staff were:

- full-time academic staff (by review of their contract of employment);

- engaged in the provision of a programme that leads to an award to at least honours bachelor degree level (by review of their timetable for period September to December 2018); and their

- qualifications / memberships of professional bodies were accurately recorded on the dataset (by review of parchments, transcripts and other evidence).

Figure 1.4 sets out the breakdown of academic staff by qualification per the MTU application and the result following the Deloitte review. The Deloitte testing identified the following:

Figure 1.4

Highest Qualification Level per MTU Staff Profile Dataset	No. of staff	
	MTU Application	Deloitte Review
0	3	3
8	34	37
9	252	250
10	212	212
Terminal	45	44
Grand Total	**546**	**546**

- The three staff who had a "0" assigned in the Highest Qualification field had a Level 8 degree, this did not affect the overall base number;

- From our sample of 33 full-time academic staff, we identified one researcher who was timetabled to provide 1 hour in the semester (Sept – Dec) to a level 8 programme. Using filters on the timetabling data provided, we then focussed on staff delivering just one hour and a further 20 instances were identified. We selected a sample of 5 staff for further review and noted that all were researchers whose contract allowed them to teach up to 4 hours per week. We queried their timetabled hours and were informed that some staff may only have 1 teaching hour per year. We sought a formal response from the MTU on these cases. See Appendix 7 for the MTU response. We are not in a position to evaluate that these 21 staff meet the criteria and suggest that this is evaluated by the Advisory Panel.

- From the sample of 33 full-time academic staff, we sought evidence of their highest qualification to ascertain the validity of the dataset and we identified a 9% error rate on our sample. We also noted that the evidence of the qualification / membership of a professional body for a number of our sample was not held by the HR Department, it had to be obtained by the HR team directly from the staff member following our request for evidence of their highest qualification. The following issues were identified:
  - One L9 staff member should have been a L8, we were informed that this was a typo error;
  - One L9 staff member had not completed their Masters, their HR file had a note of this dated Feb 2012; and
  - One staff member listed as having a terminal degree, when we queried their profile, we were informed that this was an error.
  All three staff should have been identified as having a level 8 degree.

The errors identified above change the number of staff holding a masters, doctoral or terminal degree from 509 to 506 or **92.67%.** The variance identified on the sample above, taken in isolation, does not impact on the MTU achieving this eligibility criteria. However, should the error rate be extrapolated across the 509 staff (academic staff holding a L9, L10 or terminal degree), it would mean 46 staff being downgraded to a Level 8, leaving 463 staff or **84.80%** of full-time academic staff holding either a L9, L10 or terminal degree.

Figure 1.4a

Description of filters applied to dataset	No. of staff after filters	
	MTU Accplication	Deloitte Review
Staff with L9, L10, a L10 equivalent or terminal degree	509	506
% of Total full-time academic staff	93.22%	92.67%

Overview – Staff Profile Criteria

Continued . . ./ 3.1.2 Full-time academic staff holding a masters or doctoral degree:

There are now 44 staff that are deemed to have a Terminal Degree, we reviewed a sample profile of 10 of these, refer to Appendix 6. The purpose of our review was to evaluate their profile and where possible to ascertain the validity of the records relating to their qualifications and professional body memberships that together with their experience lead the HEI to deem that they have a Terminal Degree. It will be the responsibility of the Advisory Panel to review all Terminal Degree and to decide if they meet the required criteria.

We requested the profile and CV of the remaining 34 staff and only received a sample of these. Those that we received are set out in Appendix 6a.

3.1.3 Full-time academic staff holding a doctoral degree or terminal degree:

> Eligibility Criteria (legislative criteria)
>
> S. 28 (1) (c) of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to an award to at least honours bachelor degree level—
> > (ii)   at least 45 per cent hold—
> > > (I)   a doctoral degree, or
> > > (II)   subject to subparagraph (iii), a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree, and

Additional guidance has been provided in respect of terminal degrees as follows:
- Section 28 (2)(c)(ii) of the Technological Universities Act 2018 refer to Appendix 2 for extract; and
- the HEA Guidelines, refer to Appendix 3 for relevant extracts.

MTU explained that for the purpose of their Application, they have included a variety of terminal degrees where they believe the degree combined with the staff experience can reasonably be viewed by the Advisory Panel as equivalent to a doctoral degree. The collated staff dataset used by MTU identified 45 full-time academic staff *"engaged in the provision of a programme that leads to an award to at least honours bachelor degree level"* holding a level 10 equivalent/terminal degree.

Using the *Staff Profile MTU Submission* dataset, the MTU applied filters to the *full-time academic staff engaged in the provision of a programme that leads to an award to at least honours bachelor degree level* base figure of 546 and identified **39.19%** (214 staff) hold a doctoral degree, this figure is set out in the MTU Application. When including level 10 and terminal degree, they identified **47.44%** (259) of full-time academic staff members that hold a doctoral degree and/or terminal degree.

Following submission of the Application, an error was identified where two staff originally identified as having a level 10 degree only had a level 9 degree. Therefore the figures were amended to **38.83%** or 212 staff hold a doctoral degree. When the filters were expanded to include level 10 and terminal degree, **47.07%** (257) of full-time academic staff members were identified that hold a doctoral degree and/or terminal degree. See figure 1.5 for details of the calculation by the MTU and the updated figure following the Deloitte review. The amended figures were provided to Deloitte in the *MTU Chapter 4 - Supporting Documentation (March 2019).*

Deloitte Review: Deloitte selected a total sample of 20 full-time academic staff listed split by 10 doctoral and 10 terminal degrees for review. These were selected on a pro-rata basis between the two applicant institutions to ascertain that they held the qualification per the dataset provided. We requested copies of the employee contract, evidence of qualifications (transcript / parchment) and curriculum vitae, certificate of membership of professional bodies and other evidence as appropriate for the purpose of reviewing terminal degrees. Our review identified the following:
- One staff member was included as having a terminal degree in error (10% error).

Figure 1.5

Highest Qualification as per NFQ Level	No. of staff	
	MTU Application (Amended)	Deloitte Review
Total full-time academic staff engaged in the provision of a programme leading to an award of at least an honours bachelor degree	546	546
Level 10	212 38.83%	212 38.83%
Terminal degree	45 8.24%	44 8.06%
Level 10 + Terminal degree	257 47.07%	256 46.89%

Arising from the above, Deloitte identified 44 staff members with a terminal degree and 212 full-time academic staff who held a doctoral degree. When we calculated the number of staff with a doctoral degree and/or terminal degree (256) as a percentage of the total staff (546), our calculations identified that **46.89%** of full-time academic staff hold a doctoral degree or terminal degree. If we were to extrapolate the error rate identified in the terminal degree sample across the whole terminal degree population (45) per the MTU records, the number of staff with a terminal degree would be reduced by 5 (figure is rounded) to 40, and together with the 212 L10 staff, a combined number of **252** staff or **46.15**% with a doctoral degree and/or terminal degree. Our calculations do not match that of MTU's Application. However, the variance identified does not impact on the MTU achieving this eligibility criteria.

Whilst we sought evidence to support the sample of terminal degree status (such as of membership of professional bodies, curriculum vitae), the final decision on the status of the 44 staff to meet the terminal degree criteria will need to be evaluated by the Advisory Panel as indicated in Appendix 2 of the HEA Guidance. Refer to Appendix 6 for details of the sample reviewed and Appendix 6a for the remaining 34 cases.

3. Staff Profile Criteria

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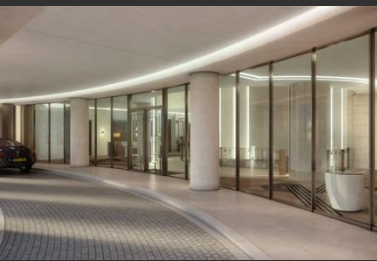
Specific findings –
Research activity criteria

Specific findings –
MTU Integration Costs

Appendices

Overview – Staff Profile Criteria

3.1.4 Full-time academic staff holding a doctoral degree or terminal degree:

> Eligibility Criteria (legislative criteria)
>
> S. 28 (1) (c) of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to an award to at least honours bachelor degree level—
>
>   (iii) not more than 10 per cent hold only the qualifications referred to in subparagraph (ii) (II);

The MTU applicant institutes requested Heads of School to identify those academic staff (who are *engaged in the provision of a programme that leads to an award to at least honours bachelor degree level)* deemed as having a terminal degree per the HEA Guidance (refer to Appendix 3 for extract). The Heads of School then advised the MTU team of the experience/qualifications of those staff they deemed to have a level 10 equivalent/terminal degree. This data was then collated and 45 staff were identified between the two applicant institutes as having a level 10 equivalent or terminal degree.

Per the MTU Application, **8.24%** (45) of staff hold qualifications to at least honours degree within the framework together with a professional membership or a qualification that is the highest achievable in their profession deemed equivalent.

Deloitte Review: In order to evaluate the process used by MTU in their Application, Deloitte selected a random sample of 10 academic staff listed as having a terminal degree on a pro-rata basis between the two applicant institutions in order to ascertain that they are a full-time academic and have a relevant degree and experience that together can reasonably be viewed by the Advisory Panel as having equivalent to a doctoral degree. We requested copies of the employee contract, evidence of qualifications (transcript / parchment / membership of professional body) and curriculum vitae.

Based on our testing, it was identified that one staff members' qualifications should be treated as a NFQ level 8 / honours bachelor degree and not as having a terminal degree as provided in the dataset, this is a 10% error rate. This reduced the number of terminal degrees to 44 staff which is **8.09%** of the full-time academic staff. If we were to apply the 10% error rate across the terminal degree population (45 as reported by the MTU), the number of staff with a terminal degree would be reduced by 5 (figure is rounded) to 40 or **7.33%** of the full-time academic staff.

Whilst we have identified an error in the number of staff with terminal a degree, the variance identified does not impact on the MTU achieving this eligibility criteria.

Refer to Appendix 6 for details of the sample reviewed.

3. Staff Profile Criteria

Overview – Staff Profile Criteria

3.1.5 Full-time academic staff engaged in the provision of a programme leading to a doctoral degree and the conduct of research:

> Eligibility Criteria (legislative criteria)
>
> S. 28 (1) (e) of the full-time academic staff of the applicant institutes engaged in both of the following, at least 80 per cent hold a doctoral degree—
>
> (i)   the provision of a programme that leads to an award at doctoral degree level, and
>
> (ii) the conduct of research;

MTU interpreted this criteria as full-time, research active, MTU academic supervisor engaged in supervising level 10 students.

MTU used the March 2018 SRS return to determine the list of level 10 registered students (refer to 2.1.2 for SRS details). Through the SRS, MTU identified the students and then collated the supervisors of each level 10 student from their records.

The process applied by MTU involves two considerations, applicable for both CIT and ITT (refer to Figure 1.6):

I. Programmes that leads to an award to at least a doctoral degree

- NFQ Level – The NFQ provides guidelines as to what level of qualification would merit at least a doctoral degree (or at least level 10). All students who were not enrolled in NFQ level 10 were excluded.

II. Full-time academic staff engaged in the provision of a programme that leads to an award at doctoral degree level

- Level 10 Supervisors - The supervisors of the 119 level 10 students were identified by the research offices of both institutes and were included in a dataset. The number of supervisors engaged in supervising level 10 students were identified by the MTU as 85.

- Full-time academic Staff - External supervisors, and supervisors who did not have a whole-time equivalent of '1' were excluded. So from the 85 supervisors, 15 were external supervisors and two were not full time, leaving a total of 68 supervisors who were full-time academic staff.

The MTU defined 'research active' academic staff as having at least two publications in the last five years and meeting one of a list of other criteria. Refer to 4.1.1 for the MTU definition of research active staff.

A total of 68 full-time supervisors engaged in supervising level 10 students were identified by the MTU. Of the 68 full-time supervisors, 64 or **94.12%** are full-time supervisors holding a doctoral degree. All 64 supervisors were determined to be research active by the MTU.

Figure 1.6

Data	#
No. of Level 10 students per SRS (Mar 2018)	119
No. of academic staff supervising the 119 Level 10 students	85
Exclude: No. of external academic staff	-15
Exclude: No. of non full-time academic staff	-2
No. of full-time internal academic staff of the Level 10 students	68

Figure 1.6a

Supervisor's Highest Qualification	Count
L10	64
L9	3
Terminal	1
Total	**68**
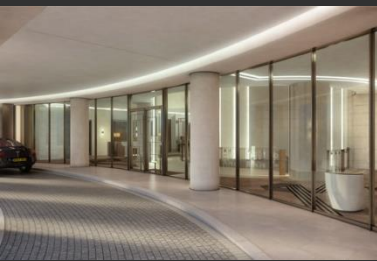
3. Staff Profile Criteria

Overview – Staff Profile Criteria

Deloitte Review: Deloitte sought a copy of the Register of Research students and their supervisors to ascertain the validity of the data included in the MTU Application. With the exception of two PhD students registered with ITT, all other PhD students are registered with CIT. An extract of the CIT research student database was provided by the Graduate Studies Office in CIT. Of the 119 level 10 students, a sample of 20 students (18 from CIT and 2 from ITT) were selected from the database provided to ascertain the validity of the supervisors. We identified some inconsistencies relating to supervisors between the database provided and the PhD application forms and upon query, we were informed that the database is not an official records system and was collated for internal purposes only.

We checked the validity of the data provided by reviewing the PhD application forms of our selected sample of 20 students. We identified that there were instances where the assigned supervisors per the PhD student application form did not match with the database provided and we were informed that these we due to changes made since the student commenced their PhD. We were informed that changes to supervisors are emailed to the Graduate Studies Office by the relevant Head of Department. The Graduate Studies Office then updates the database with the change once reviewed by the Dean of Graduate Studies.

Using the database provided, we recalculated the qualifications held by the full-time academic staff who are engaged in the provision of a programme that leads to an award at doctoral degree level, and identified that 94% of staff hold a doctoral degree. Figure 1.6a below provides the analysis from our calculation. No variance was identified against what the MTU reported in its Application, which was 64 or 94.12% of 68 supervisors.

Figure 1.6a

Supervisor's Highest Qualification	Count	%
L10	64	94.12%
L9	3	4.41%
Terminal	1	1.47%
Total	**68**	**100%**

Of the 20 PhD students selected for review, we identified 45 supervisors, 31 of these were internal supervisors (primary or secondary based at CIT or ITT) and we checked that they met the 'research active' criteria at the time of the PhD student's application. Our review identified:

- one student whose primary and secondary supervisors had published only one article each in five years preceding the student's PhD application, however, a supervisor mentor was also assigned who had published at least 3 articles;

- 14 students had a supervisor (either primary or secondary supervisors, 17 supervisors identified) who had not previously supervised a PhD student, however, in 12 of these cases, we noted from the application form that there was another supervisor also assigned who had previously supervised a PhD student. Of the 17 supervisors, 16 were research active as they had more than 3 publications in the preceding 5 years. One secondary supervisor does not appear to have published articles in the five years preceding their supervision of their PhD student, therefore they were not 'research active'. We noted that the primary supervisor assigned to the student was research active.

- Of the 14 students above, there was:

  o one instance where the application had three supervisors recorded, however, none had supervised a PhD to completion previously. The internal supervisor was research active and was supervising other PhD students but none had completed their PhD. The other two supervisors were from an international University and the student application form did not note the publications of these supervisors to determine if they were research active;

  o one instance where the primary or secondary supervisor had not documented any supervisory experience on the application form. The form also noted an Independent Chair and an external supervisor was appointed, however, no details of their supervisory experience or their publications were noted;

The exceptions noted above were at the point in time of the PhD student application which may be several years prior to the MTU Application and result in an error rate of 9.68%. If we extrapolate that error rate across the 64 internal L10 supervisors, the number is reduced by six to **58** or **85%** of staff holding a doctoral degree.

We also reviewed the sample, to establish if the sample of 31 supervisors are currently research active and noted:

- one secondary supervisor is not currently research active as the supervisor's last research publication was in the year 2005. This is an error rate of 3.23%. If we extrapolate that across the 64 supervisors holding a doctoral degree, the number would be reduced by two to **62** staff holding a doctoral degree that was research active achieving **91.08%.**

The Advisory Panel needs to look at this determine which status was appropriate, that of the supervisors at the time of the PhD student application or at the time the MTU application was made.

Refer to 3.1.7 for the procedures performed to determine if the full-time academic staff are research active.
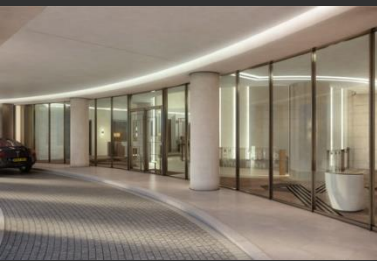
3. Staff Profile Criteria

3.1.6 Supervision of students registered on programmes leading to an award to doctoral degree:

> Eligibility Criteria (legislative criteria)
>
> S. 28 (1) (f)   each of the full-time academic staff of the applicant institutes engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level—
>
> (i)   holds—
>
> (I)   a doctoral degree, or
>
> (II)   a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree,

MTU used the calculation referenced in 3.1.5 to identify those full-time academic staff who are engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level. They identified 68 full-time academic staff supervising students on a programme leading to a doctoral degree with qualifications at Level 9, 10 and a Terminal Degree.

The approach taken by the MTU for this criteria was to consider the highest qualification of the team of supervisors for each level 10 student.

MTU reported 94% of their supervisors hold a doctoral degree and in respect of the terminal degree the Application noted that this was not applicable.

| Supervisor's Highest Qualification	Count	%
L10	64	94.12%
L9	3	4.41%
Terminal	1	1.47%
Total	**68**	**100%**

Deloitte Review: It is our interpretation of the legislation that all PhD supervisors should hold a level 10 degree or a terminal degree. In order to evaluate the process used by the MTU in their Application, Deloitte selected a random sample of 15 academic staff (engaged in the supervision of PhD students) listed as having a doctoral degree on a pro-rata basis between the two applicant institutions to ascertain that they held the qualification per the dataset provided (this testing overlaps with 3.1.3 where we have ascertained the validity of the doctoral degree on a sample basis). No issues have come to our attention based on the samples selected.

Further, Deloitte identified that one full-time academic staff engaged in the supervision of level 10 students holds a terminal degree. However, this was not reported by the MTU in S28.1(f)(i)(ll). For purposes of this criteria, Deloitte understands that the terminal degree should be included.

Our review identified that of the 68 full-time academic staff engaged in the supervision of level 10 students, 65 or **95.59%** were full-time academic staff who hold a doctoral or terminal degree. We request that the Advisory Panel as subject matter experts review the approach taken by the MTU.

We note that of the 68 full-time academic staff, the three Level 9 supervisors were supported by a co-supervisor who has at least a level 10 degree. Further, one Terminal Degree supervisor, and one Level 9 Supervisor were identified as primary supervisors. Primary supervisors should be at least level 10, although we were informed by the MTU that the person who received the funding is usually recorded as the primary supervisor on the internal database which we noted earlier is to an official record. Refer to Appendix 9 for details.

Deloitte is not in a position to determine if the Level 9 staff supported by a Level 10 co-supervisor would meet the requirements of the Act.
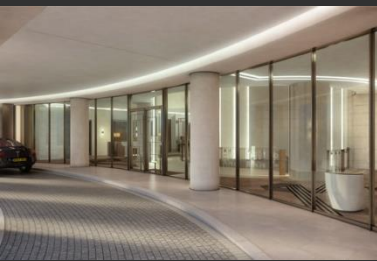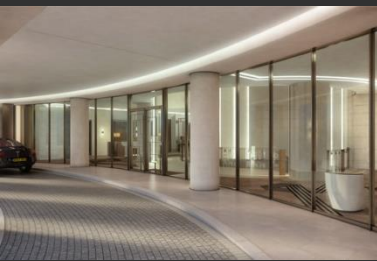
Overview – Staff Profile Criteria

3.1.7 Supervisors have a record of continued conduct of research:

> Eligibility Criteria (legislative criteria)
>
> S. 28 (1) (f)   each of the full-time academic staff of the applicant institutes engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level—
>
> (ii) has a record of continued conduct of research in an area relevant to the programme;

The MTU defined 'research active' academic staff as having at least two publications in the last five years and meeting one of a list of other criteria. Refer to 4.1.1 for the MTU definition of research active staff. For the purpose of their Application, MTU assessed the principal and co-supervisors of each research student together as one when determining if they could be deemed research active.

MTU identified that **100%** of full-time academic staff engaged in the supervision of PhD students have a record of continued conduct of research in an area relevant to the programme based on their definition of 'research active'.

Deloitte Review: Deloitte identified 68 full-time academic staff of the applicant institutes engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level. Deloitte do not consider the approach taken by the MTU to determine if staff are research active to be appropriate as staff should be taken individually and not as a team per the research active definition above.

Of the 20 PhD students selected as samples, we identified 45 supervisors associated with these students, 31 of these were internal supervisors (primary or secondary based at CIT or ITT) and we checked if they have met the 'research active' criteria. Our review identified:

- one secondary supervisor supervising one PhD student does not appear to have published articles in the five years preceding their supervision of their PhD student, therefore they were not 'research active'. We noted that the primary supervisor assigned to the student was research active;

- 14 students had a supervisor (either primary or secondary supervisors, 18 supervisors identified) who had not previously supervised a PhD student, however, in 12 of these cases, we noted from the application form that there was another supervisor also assigned who had previously supervised a PhD student.

- one instance where the application had three supervisors recorded, however, none had supervised a PhD to completion previously;

- one instance where the primary or secondary supervisor had not documented any supervisory experience on the application form. The form also noted an Independent Chair and an external supervisor was appointed, however, no details of their supervisory experience or their publications were noted;

- one student whose primary and secondary supervisors had published only one article each in five years preceding the student's PhD application, however, since then these supervisors have published and are now research active;

We reviewed the sample above again to establish if the 31 supervisors are 'currently research active' and noted:

- one secondary supervisor who is not currently research active as the supervisor's last research publication was in the year 2005. This is an error rate of 3.23% from our sample. If we extrapolate the error rate across the 68 supervisors (holding a L9, L10 or terminal degree), the number would be reduced by two to 66 or **97.06%** supervisors being research active.

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**Specific findings – Research activity criteria**

Specific findings – MTU Integration Costs

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Deloitte.

4. Specific Findings – Research Activity Criteria

4. Research Activity Criteria

An overview of the process to collate research activity criteria information applied by MTU together with details of the independent outcome of the review is outlined below.

Overview – Research Activity Criteria

4.1.1 Overview:

MTU in their Application to meet the research criteria as outlined in the Technological Universities Act 2018, categorised fields of education in line with the latest version (F2013) of the International Standard Classification of Education Descriptors (ISCED). In making their Application to meet the research activity criteria, MTU relied on the data returned as part of the Student Records System (SRS) return for March 2018 submitted to the Higher Education Authority (HEA). The SRS return was used to determine the number of fields of education within which programmes that lead to awards to doctoral degree level are offered.

To determine if the academic staff and students of the applicant institutes conduct research within at least 3 fields of education, MTU collated lists of all PhD supervisors, provided by each Institute, and verified if the supervisors of each student could be deemed research active based upon their definition. For the purpose of their Application, MTU assessed the principal and co-supervisors of each research student together as one when determining if they could be deemed research active.

MTU defined the 'Research Active' staff member as follows:

- they must have published at least **two peer reviewed** items from the list below in the **past five years**:
  - o Books
  - o Book Chapters
  - o Journal Articles of international standing
  - o Major reviews of a field of research
  - o Conference publications
  - o Compositions, commissions and other creative works
  - o Practice -based including recitals, written or recorded works, broadcasts, audio visual recordings
  - o Policy papers and commissioned reports

- And in addition, the individual must have achieved at least **1 of the following** in the **past five years**
  - o Supervision to completion of one postgraduate research student at either level 9 or 10 to completion as either a lead or co-supervisor
  - o Have submitted one research grant to an external agency
  - o Publication of an additional one publication from the above list
  - o Demonstration of recognised discipline specific research and scholarly output
  - o Presentation at a national and/or international conference
  - o Registered for a research degree at level 9 or 10
  - o Evidence of contract research and consultancy
  - o Invitation to present at an international research conference

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Student profile criteria

Specific findings –
Staff profile criteria

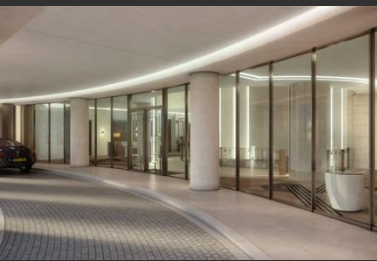Specific findings –
Research activity criteria

Specific findings –
MTU Integration Costs

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4. Research Activity Criteria

Overview – Research Activity Criteria

4.1.2. Fields of Education leading to awards to doctoral degree:

Eligibility Criteria (legislative criteria)

S. 28 (1) (g) in respect of not less than 3 fields of education—

    (i)   *the applicant institutes provide programmes that lead to awards to doctoral degree level, and*

    (ii)   *the academic staff and students of the applicant institutes conduct research;*

MTU identified in their Application that programmes leading to an award at doctoral degree level are provided in seven fields of education, based on the International Standard Classification of Education (ISCED), thereby meeting the criteria. Upon initial registration for their doctoral degree programme, each student is categorised into the relevant Central Statistics Office (CSO) Standard Fields of Education Classification, this classification was derived from a joint project with Eurostat and UNESCO and was based on the International Standard Classification of Education - ISCED 1997 (Fields of Education).

For the purpose of their Application MTU used the broad ISCED fields of education, rather than the CSO Standard Fields of Education Classification. To determine the number of ISCED broad fields within which doctoral programmes are offered, MTU firstly identified 119 PhD students using the March 2018 SRS return (see Section 2 for validation of this database). The ISCED of each PhD student is recorded by both Institutes on their respective SRS returns, which is derived from the initial doctoral register application completed by each student. On this application, the Dean of Graduate Studies denotes the course code of the student, and this code is uploaded to the Banner system.

ISCED
01 – Education
02 – Arts and Humanities
03 – Business, Administration and Law
04 – Natural Sciences, Mathematics and Statistics
06 – Information and Communication Technologies
07 – Engineering, Manufacturing and Construction
09 – Health and Welfare

Deloitte Review: Deloitte carried out testing of both the research staff and students and their respective fields of education in order to evaluate the process used by MTU in their Application.

A listing of all research active students (119 students per the SRS March 2018 return) was analysed and filtered to determine the number of students in each broad ISCED. We selected a sample of 20 research students, from across each of the 7 ISCED's covering each of the two applicant institutes, to determine that each research student was registered on a programme under the said ISCED.

4. Research Activity Criteria

Overview – Research Activity Criteria

Continued . . ./ 4.1.2 Fields of Education leading to awards to doctoral degree:

Deloitte ascertained from the SRS return that MTU offer programmes in seven fields of education, however the seven fields of education identified were not consistent with those detailed in the MTU Application. It was found that MTU do not offer any programmes leading to a doctoral degree level in the broad ISCED field of 01 – Education, but do offer such programmes in the broad field of 00 – Generic programmes and qualifications. The seven fields of education identified by Deloitte are outlined in the table below. Further details are set out in Appendix 10. The variance identified does not impact on the MTU achieving this eligibility criteria.

ISCED	
ISCEDs identified by MTU	**ISCEDs identified by Deloitte**
01 – Education	00 – Generic programmes and qualifications
02 – Arts and Humanities	02 – Arts and Humanities
03 – Business, Administration and Law	03 – Business, Administration and Law
04 – Natural Sciences, Mathematics and Statistics	04 – Natural Sciences, Mathematics and Statistics
06 – Information and Communication Technologies	06 – Information and Communication Technologies
07 – Engineering, Manufacturing and Construction	07 – Engineering, Manufacturing and Construction
09 – Health and Welfare	09 – Health and Welfare

To ascertain the validity of the ISCED data recorded on the SRS return, we reviewed the application of 20 research students. We noted that the application is in two parts, the front page which is completed manually and the second part which is an online process. The online element has a section where the relevant Central Statistics Office (CSO) Standard Fields of Education Classification is to be noted. Our review of application forms identified the following:

o   nine instances where the CSO/ISCED was not noted on the online element of the research student application form. We queried how the information was uploaded to the Banner System when this information was not completed and were informed that the Dean of Graduate Studies makes a note of the course code (this will determine the ISCED) on the front page (manual element) of the application form which is then sent to the Student Registration Office and uploaded to the Banner System;

o   We identified one instance where the course code was not recorded on the front page of the application, however, the CSO/ISCED was noted on the online element of the application form.

5. Specific Findings – MTU Integration Costs

5. MTU Integration Costs

An overview of the process undertaken by the MTU team to collate the integration costs as documented in the Application submitted to the DES is outlined below.

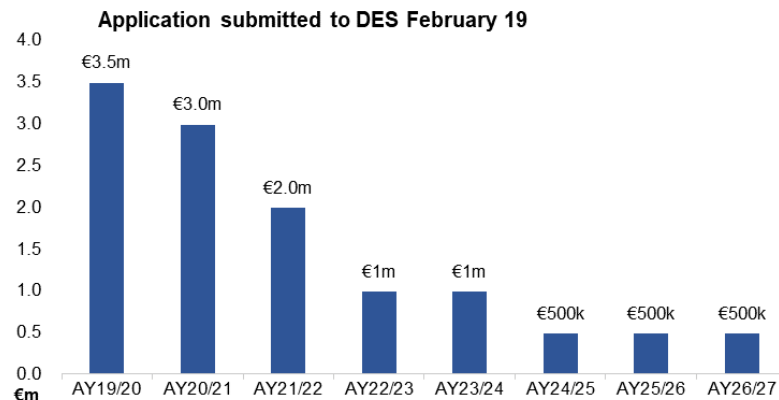## Overview – MTU Integration Costs

5.1 Overview:

Chapter 10 of the Application outlines the financial and economic impact of MTU for CIT, ITT and the South West region of Ireland.
Within this chapter, organisational integration costs associated with the establishment of the MTU have been identified and estimated to be circa €12m over an eight year period from academic years 2019/20 to 2026/27.

The MTU integration team has identified that a subvention from the HEA of €12m will be required in order to complete the integration process and as the Application did not provide any detail of the underlying projected integration costs, Deloitte was requested to complete a review of the proposed MTU costs, the assumptions underlying same and any supporting analysis available.

The graph outlined below is an extract from the Application. It estimates that the integration costs would be incurred on a sliding scale over the eight year period from €3.5m in academic year 2019/20 to €500k by academic year 2026/27.

It is noted in the Application that the estimate of €12m integration costs does not reflect any assumptions around indexation or inflation of expenditure over the eight-year forecast period.

According to the MTU integration team, the integration costs are defined as costs to be incurred beyond the post-merger date which is designated to be 1 January 2020.

Application submitted to DES February 19

€m	Total
Total Integration Cost in the Application	€12m

5. MTU Integration Costs

Overview – MTU Integration Costs

5.1 Overview:

Deloitte requested the supporting documentation for the €12m integration costs as set out in the Application. The following information was provided as backup by the MTU integration team:

- ➤ 'Project Budget 11.2' - Outlines the projected cost of the project from academic year 2017/18 (pre-merger) to 2021/22;
- ➤ 'Oversight Board Budget' – Budget document presented to the Oversight Board on 3 April 2019 which combined an extract from Project Budget 11.2 from 2020-2022 totalling €11.8m and then estimated integration costs of €500k per annum from 2023-2027 to give a combined total integration costs of €14.3m;
- ➤ 'Project Budget April 2018' - this document was prepared in April 2018, 10 months prior to the submission of the Application;
- ➤ Details of the MTU Oversight Board (refer to Appendix 12); and
- ➤ Details of the work plans and resource schedules required for the integration process.

In order to review the Integration costs included in the Application, Deloitte took the following approach:

1. Sought to reconcile the integration costs included in the Application (€12m) to the supporting analysis such as Project Budget 11.2 and the Oversight Board Budget.

2. Took a sample of pay costs and professional fee costs from Project Budget 11.2 and assessed the underlying assumptions. The pay costs sample was from 2020 and 2021 to the value of €7.13m and professional fees sample was from 2020 to the value of €860k.

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5. MTU Integration Costs

Overview – MTU Integration Costs

5.1.1 Integration costs supporting analysis:

Details of the contents of the budget documents provided as supporting documentation are outlined below:

Document:	Project Budget 11.2
Drafted:	Project Budget 11.2 drafted post the submission of the Application to the DES in February 2019
Content:	Excel document outlining a budget for pre-merger costs and post-merger integration costs which comprises of pay and non-pay costs for calendar years 2018-2022 and academic years 2017/18 - 2022/23.
	In this budget each cost is categorised and has an underlying assumption driving the cost. For example the pay costs have the specific role outlined with a salary assigned for the relevant no. of years the role is required.
Correlation:	The costs included in the Project Budget from 2019-2022 of €11.8m match the budget for 2019-2022 included in the 'Oversight Board Budget' document of €11.8m.

Document:	Oversight Board Budget
Drafted:	Oversight Board Budget drafted prior to meeting with Oversight Board on 3 April 2019 - document reviewed and approved by Oversight Board on this date.
Content:	Word document which includes a budget for calendar years 2020-2022 totaling €11.8m (extract from Project Budget 11.2) and cost estimates of €500k per annum from 2023-2027 (€14.3m in total).

Document:	Project Budget April 2018
Drafted:	Drafted April 2018 and was in place at the time of submitting the Application on 12 February 2019.
Content:	Budget for pre-merger costs in 2018 and 2019 which total €5.6m over 2 years (€2.8m average per annum)

• Deloitte has not been able to reconcile the integration costs of €12m included in the MTU Application to the 'Project Budget 11.2' or the 'Oversight Board Budget' documents. According to the MTU integration team, this is primarily because the project budget is constantly evolving and the integration costs outlined has been updated significantly since the MTU Application was submitted in February 2019.

• Following the above explanation Deloitte requested the project budget which was in place at the time of the submission of the Application. The MTU provided the 'Project Budget April 2018' which was prepared on 17 April 2018. This document included a budget for pre merger costs in 2018 and 2019. It did not include any budget for the integration costs following the proposed merger date of 1 January 2020.

• The MTU integration team outlined that their approach to the integration costs in the Application was "*The budget at time of preparation (Project Budget April 2018) included 2018 (€2.2m) and 2019 (€3.5m). There are also matching costs which are not included but we estimated an average funding requirement of €3m per year giving €12m for 4 years which is the first academic cycle. The MTU Business Case was design around the first 2 academic cycles i.e. years 1-4 and years 5-8*".

• Therefore, based on the support provided, the integration costs of €12m included in the Application did not have any underlying budget or supporting documentation to support the specific €12m integration costs at the time of the submission. This suggests that the budget prepared by the MTU integration team was completed after the Application was submitted. Also, the budget was not reviewed by the Oversight Board until 3 April 2019, which is nearly two months after the Application was submitted to the DES on 12 February 2019.

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5. MTU Integration Costs

Overview – MTU Integration Costs

5.1.1 Integration costs supporting analysis (continued):

- Based on the Oversight Board Budget that was submitted to the Oversight Board on 3 April 2019, the integration costs for the MTU are as follows:

Oversight Board Budget

€m	Total
Total Oversight Board Budget	€14.3m

- The total integration cost disclosed in the Oversight Board Budget was €13.8m. However, this total did not take into account €500k for 2027 therefore bringing the total cost included in the Oversight Board Budget to €14.3m.

- As the MTU Application outlined integration costs of €12m, it should be noted that the Oversight Board Budget at €14.3m is €2.3m above the original integration costs outlined.

- Analysis to support the MTU integration costs for 2020, 2021 and 2022 was provided by the MTU integration team and this is discussed in more detail overleaf.

- The sliding scale of integration costs included in the Application is significantly different to the sliding scale outlined above. Costs in 2023 and 2024 have reduced to €500k per annum and no backup documentation was provided to the Oversight Board or Deloitte for the projected integration costs for 2023 – 2027. While a reduction in the integration cost is expected as the years progress, there is a significant reduction from integration costs of €3m in 2022 to 500k in 2023 in the Oversight Board Budget.

Executive summary

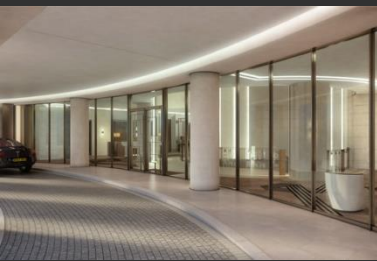Specific findings – Student profile criteria

Specific findings – Staff profile criteria

Specific findings – Research activity criteria

Specific findings – MTU Integration Costs

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5. MTU Integration Costs

5.1.2 Underlying assumptions of integration costs:

Although, at the time of the submission of the Application it appears that there was no specific budget underpinning the integration costs of €12m, Project Budget 11.2 provides a budget with underlying assumptions for 2020-2022 amounting to a total cost of €11.8m. This €11.8m budget for 2020-2022 was included in the Oversight Board Budget and combined with the estimated integration costs of €500k per annum from 2023-2027 to estimate a total integration cost of €14.3m. The Oversight Board Budget was presented to and approved by the Oversight Board on 3 April 2019.

Below is an analysis of the assumptions underlying the €11.8m integration costs for 2020-2022 included in the Project Budget 11.2 and Oversight Board Budget.

Integration costs per Project Budget 11.2

€'000	2020	2021	2022	Total	% of total cost
Pay costs	3,789	3,344	2,806	9,939	*85%*
Professional costs	860	395	50	1,305	*11%*
Other non pay costs	260	127	127	514	*4%*
Total integration cost budget	**4,909**	**3,866**	**2,983**	**11,758**	

Note: No budget integration costs were provided for calendar years 2023-2027

For this section of the review, Deloitte took a sample of the pay costs for 2020 and 2021 to the value of €7.13m (€3.79m + €3.34m) and professional costs from 2020 to the value of €80k and assessed the underlying assumptions.

Pay costs

• Pay costs are the primary cost driver of the integration costs and are assumed to be circa 85% of total integration costs between 2020-2022 in Project Budget 11.2.

• In Project Budget 11.2, to calculate the pay costs the MTU integration team identified the specific roles required for the MTU integration, applied a salary for that role at the top of the pay scale and included this role in the budget for a specific length of time. Each pay cost is also assigned to one of the following programmes of work in Project Budget 11.2 - Academic Affairs, Communications & Change Management, Corporate Affairs & IT and Comms, Programme Management, Research & Engagement, Student Admin and Support and Staff Memo of Understanding.

• The MTU integration team disclosed that they did not include a staff member in the integration cost budget if they contributed 20% or less of their time to the MTU integration process.

• To support pay costs, the MTU integration team provided work plans and resource schedules for each programme of work for the increase in staff required for the integration. Deloitte reviewed these works plans and whilst we were able to identify a level of detail around tasks required we were unable to reconcile these plans directly to the staff requirements included in Project Budget 11.2 for the MTU integration.

• The MTU integration team outlined that the *'The Resource Plans are bottom up from each of the Project Leads but are still very much estimate and discussions continue around the resource need based on changing time constraints'*.

• Outlined overleaf is an extract of the pay cost analysis for the Academic Affairs Programme Area for calendar year 2020 in Project Budget 11.2 and an extract from the Academic Affairs work plan provided by the MTU integration team to support the pay cost analysis.

• As noted above, the detail included in the work plan is evident but we are unable to reconcile how the MTU integration team identified the staff requirements for the Academic Affairs programme based on the work plan.

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Overview – MTU Integration Costs

### 5.1.2 Underlying assumptions of integration costs:

Pay cost analysis in Project Budget 11.2 for Academic Affairs area

			Pay Analysis			Jan-Apr 2020		May-Aug 2020		Sep-Dec 2020	
Nominal Account	Institution	Programme of Work	Position Description	Resource Name(s) if known	Max Grade	Number Employed	Months in period employe	Number Employed	Months in period employe	Number Employed	Months in period employe
AG100	CIT	Academic Affairs	Programme Leader	▇▇▇▇▇▇	SL2	1	4	1	4	1	4
AG100	ITT	Academic Affairs	Project Work (Policies & Procedures)	not required	LCG	0	0	0	0	0	0
AG110	CIT	Academic Affairs	Admin Support	Resource not known	G3	1	4	1	4	1	4
AG100	CIT	Academic Affairs	Staff Development (Changes to p&p prioir to Sept19) - (structured)	not required	LCG	0	0	0	0	0	0
AG100	CIT	Academic Affairs	MTU Academic Programme Facilitation (108 hr)	Resource not known	LCG	1	4	1	4	4	4
AG100	ITT	Academic Affairs	MTU Academic Programme Facilitation (108 hr)	Resource not known	LCG	0	4	0	4	2	4

Academic affairs programme work plan extract

Nr.	Project Task ID	Task Name	Project Plan Duration	Project Plan Start Date	Project Plan Finish Date
1		**Academic Affairs (Activity covering sub-projects within Academic Affairs workstream)**			
2	1	**Information Gathering**			
3	1.1	Preparation and planning for meetings/workshops			
4	1.2	Hold Information Gathering Meetings/workshops			
5	1.3	Collation and analysis of meeting/workshop outputs			
6	2	**Stakeholders (Internal and External) (linked to Communications & Change Mgmt workstream)**			
7	2.1	Identify all external & internal stakeholders associated with all functional areas of Academic Affairs in CIT & ITT			
8	2.2	Identify existing engagement processes used with internal & external stakeholders in CIT and ITT			
9	2.3	Create communications plans for all stakeholders of Academic Affairs			
10	2.4	Communication with internal & external stakeholders prior to start of Academic Affairs projects			
11	2.5	Draft MTU engagement process for internal & external stakeholders			
12	2.6	Agreement and sign off on MTU engagement process for internal & external stakeholders			
13	2.7	Communicate new agreed MTU engagement process to internal & external stakeholders			
14	2.8	Create training plans & material for all functional areas of Academic Affairs			
15	2.9	Training on new MTU Academic Affairs processes with internal stakeholders			
16	3	**Academic Affairs Documentation/Information (linked to Communications & Change Mgmt programme and Marketing)**			
17	3.1	Document existing sources of Academic Affairs doumentation/information			
18	3.1.1	Branding e.g. official letters/ stationery/templates			
19	3.1.2	Forms, FAQs, publications, leaflets, glossary			
20	3.1.3	Websites/sub-sites for all Academic Affairs areas			
21	3.2	Review CIT & ITT Academic Affairs forms and other documentation/information to identify similarities, differences and gaps			
22	3.3	Draft MTU Academic Affairs forms and other documentation/information to be created			
23	3.4	Agreement, sign off & publish MTU Academic Affairs forms and other documentation			
24	3.5	Review and alignment of relevant department circulars used			
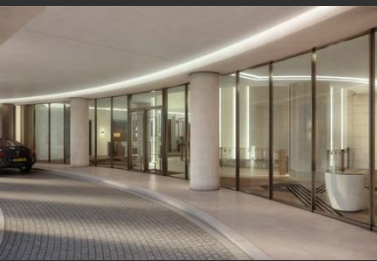
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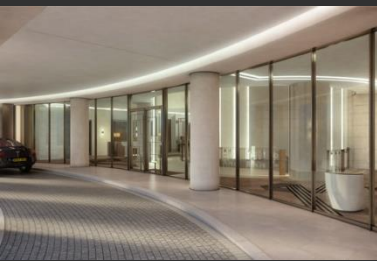
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Overview – MTU Integration Costs

5.1.2 Underlying assumptions of integration costs:

Pay costs (continued)

- Our review identified that an FTE of 20 employees have already commenced their role within the integration team and it is indicated within Project Budget 11.2 that 15 additional staff will be recruited in the coming months with a planned commencement date in September 2019 and a further 10 employees will be recruited by September 2020. The total amount of staff is due to peak at 47.73 FTE employees by September 2020, therefore circa 73% of staff are due to be in place by September 2019.

- 15 additional employees is a significant amount of roles to recruit in the coming months and given the current economic environment with low levels of unemployment, it may not be possible to recruit the number of staff with the necessary skills required.

- According to the MTU integration team, it is currently engaged in discussions with the HEA regarding the implications of the additional staff on the employment control framework and are of the belief that these staff will be categorised as Category B or C as their role relate to a funded project.

- In Project Budget 11.2, it is assumed that a staff member for the MTU integration will be hired at the top of the pay scale. According to the MTU integration team *"It is anticipated that the first filling of most positions will be internal with staff already at top of scale. It is also anticipated that any gap will be taken up through overtime and additional training time".*

- The above approach has been adopted rather than including the entry level pay scale costs to backfill the role that the employee has vacated. It may reasonably be assumed that the cost to backfill the role will be the actual incremental cost to the MTU. Therefore, there will be a variance between the budget pay costs and the actual incremental cost to the MTU and in turn to the level of funding required from the HEA.

- When we queried this approach, the MTU integration team stated that it would be too complex to include the cost to backfill a role as in some instances when an employee moves internally to the integration team it is creating a chain of backfills.

- Further information is required to ascertain if the pay costs included have a valid basis:
  - ➤ If 47.73 FTE employees are required to complete the integration process;
  - ➤ If it is feasible to recruit an additional 15 employees by September 2019 and a further 10 by September 2020;
  - ➤ If all of the roles vacated due to internal transfers have and will be backfilled; and
  - ➤ The actual incremental cost to the MTU given the additional cost is the new employee salary cost to backfill a role.

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5. MTU Integration Costs
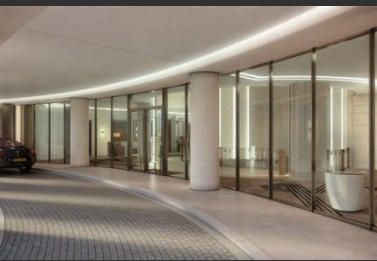
Overview – MTU Integration Costs

5.1.2 Underlying assumptions of integration costs:

Professional fees

- The professional fees projected are estimated to be circa €1.3m (11% of total integration costs) between 2020-2022.

- In Project Budget 11.2 there is a breakdown provided for each professional fee which is provided in Appendix 11. CIT provided verbal background detail on each line item of professional fees.

- Our approach to analysing the professional fees was primarily discussion based with the MTU integration team. In order to review the accuracy of the feedback received at meetings, one of the professional fee categories was selected and backup documentation was requested in respect of same.

- Based on the information provided, the majority of professional fees either have a supplier and fee assigned to the specific assignment or a tender process is currently in hand. Therefore, according to the MTU, the projected cost for these assignments can be estimated relatively accurately.

- There are a few line items which are based on an estimated approach as the tendering process has not yet begun however the MTU outlined that the estimate is based on previous experience and research into the requirement of the task.

- We requested documentation for the Public Relations (PR) line item which is included in Project Budget 11.2 for €80k over 2 years.

- In response, the MTU integration team provided the following:
  - ➢ An excel invoice listing with 'Communication Clinic' PR firm which outlined €72k in PR costs incurred by the MTU from 2015 to 2017. The invoice listing primarily portrayed a monthly invoice of €3.7k over the majority of the two year period. Deloitte requested a sample of monthly invoices but they were not provided.
  - ➢ The most recent invoice dated 24 October 2017 for €1.7k for training provided to the MTU.
  - ➢ The MTU integration team disclosed that they have contracted Communication Clinic to provide PR services for the integration process and they used the previous costs incurred as a guide to estimate future estimated costs of €80k.
  - ➢ Deloitte requested sight of the contract with Communication Clinic but it was not provided.

- If the MTU require a similar amount of monthly PR assistance over the two year period then the PR professional fee has a valid basis for this estimate.

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Appendix 1 – Statement of responsibility

WE HEREBY TAKE RESPONSIBILITY FOR THIS REPORT WHICH IS PREPARED ON THE BASIS OF THE LIMITATIONS SET OUT BELOW.

Eileen Healy

Eileen Healy
Partner
For and on behalf of
Deloitte Ireland LLP
Deloitte & Touche House
Charlotte Quay
Limerick

Date: 28 May 2019

Contact persons:

Eileen Healy, Partner

Mary Rose Cremin, Director

This engagement was not an attest engagement, and was conducted on a sample testing basis as agreed with the Higher Education Authority (HEA). The matters raised in this report are only those which came to our attention during our review and are not necessarily a comprehensive statement of all weaknesses that exist, or of all improvements that might be made. Should further work have been performed over the course of this engagement, other issues may have come to our attention. The summary of our findings should be evaluated by the HEA for their full implications.

We have relied on information provided by the applicant institutes (MTU Consortium). Errors noted on the information provided were corrected or justified by the applicant institutes. We do not accept responsibility for such information and have not performed any substantiation or external confirmation procedures to establish its accuracy. Information provided includes:
• SRS Return – was used to perform sample selection
• PSN Data - was used to perform sample selection
• PhD Queries Updated Information 20_3_2019 – data was used to identify PhD supervisors
• Other Supporting Data – such as Approved Course Schedule, Programmatic Reviews, Application forms, were used to corroborate the integrity of our selected samples

The process of extrapolation applied where errors were identified may not be sufficiently precise in all cases to be statistically sound and was performed to provide approximations for information purposes only.

This report has been commissioned by the HEA and the HEA is our client. We have provided consent to the HEA for the report to be published, however, we do not accept responsibility to any third party as the report has not been prepared, and is not intended to be relied on by any third parties.
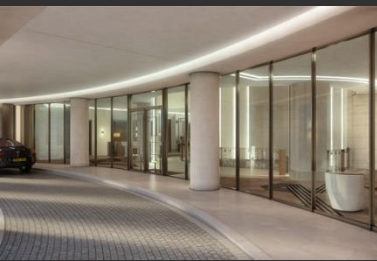
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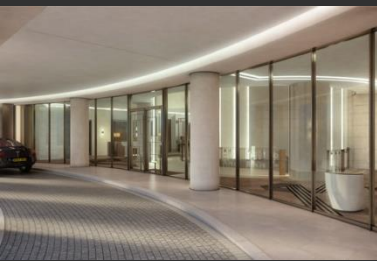
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Extracts from section 28 of the Act

Eligibility criteria

28. (1) The applicant institutes concerned shall, in relation to an application for an order under *section 36* , jointly comply with the following criteria (in this chapter referred to as "eligibility criteria"):

(a) of the students of the applicant institutes registered on a programme that leads to an award to at least honours bachelor degree level—

(i) at least 4 per cent are research students registered on a programme which leads to an award to at least masters degree level, and

(ii) at least 30 per cent fall within one or more than one of the following classes of students:

(I)   students who are registered on a programme that is provided on a flexible basis, such as by means of part-time, online or distance learning;

(II)   students who are registered on a programme that has been designed, and is being delivered, with the involvement (which shall be construed in accordance with *subsection (2)(b)*), of business, enterprise, the professions, the community, local interests and other related stakeholders in the region in which the campuses of the applicant institutes are located;

(III) students who are not less than 23 years of age;

(c) of the full-time academic staff of the applicant institutes engaged in the provision of a programme that leads to an award to at least honours bachelor degree level—

(i) at least 90 per cent hold a masters degree or doctoral degree,

(ii) at least 45 per cent hold—

(I)   a doctoral degree, or

(II)   subject to subparagraph (iii), a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree,

and

(iii) not more than 10 per cent hold only the qualifications referred to in subparagraph (ii)(II);

(e) of the full-time academic staff of the applicant institutes engaged in both of the following, at least 80 per cent hold a doctoral degree

(i) the provision of a programme that leads to an award at doctoral degree level, and

(ii) the conduct of research;

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Extracts from section 28 of the Act

Eligibility criteria

28. (1) …/Continued

(f) each of the full-time academic staff of the applicant institutes engaged in the supervision of students registered on a programme that leads to an award to doctoral degree level—

(i) holds—

(I) a doctoral degree, or

(II) a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree,

and

(ii) has a record of continued conduct of research in an area relevant to the programme;

(g) in respect of not less than 3 fields of education—

(i) the applicant institutes provide programmes that lead to awards to doctoral degree level, and

(ii) the academic staff and students of the applicant institutes conduct research;

28. (2) (c) A reference, in paragraph (c), (e) or (f) of subsection (1)—
(ii) to a terminal degree held by a member of staff of the applicant institutes is a reference to an award to at least honours bachelor degree level within the Framework which, in the view of the advisory panel, was at the time the award was made the highest academic award available in the discipline concerned, and if not so awarded within the Framework is, to the satisfaction of the advisory panel, equivalent to such a degree.

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Guidance Technological Universities – Proposed process in respect of an application to become Technological University, 2018

"Appendix 1 Research Student numbers

The legislation defines a research student as 'a student who is registered on a programme of education and training where not less than 60 per cent of the available credits are assigned in respect of a thesis or theses prepared by the student based on research conducted by him or her'.

For the purposes of an application under the Act the understanding of the term 'research' will be as defined in the Frascati Manual - 2015 Edition:

o   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.

o   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.

For the purposes of an application under the Act the understanding of the term ' thesis or theses' will be as set out in the Quality and Qualifications Ireland Research Degree Programmes Statutory Quality Assurance Guidelines March 2017/QG6-V1:

o   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).

o   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."
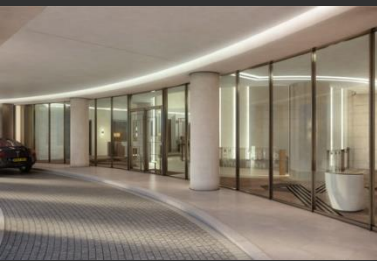
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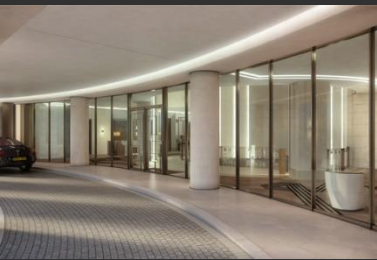**Specific findings – MTU Integration Costs**

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Guidance Technological Universities – Proposed process in respect of an application to become Technological University, 2018

"Appendix 2 Staff numbers, qualifications and equivalences

Staff qualifications

- For the purposes of an application under the Act the understanding of the term 'equivalent to a doctoral degree' will be as set out in the 2018 Act as 'a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree'.

- It is likely that the applicant institutions will have a wide range of specialisms as part of their existing offerings and their staff mix reflects the recruitment patterns which sought, to date, to resource these specialisms in an appropriate way. It will be difficult, if not impossible, to derive a fully exhaustive set of guidelines to cover all of these specialisms in a detailed way. It appears that the more practical approach is to set out some broadly common criteria and/or categories which are capable of application across a range of specialisms and which offer reasonable guidance to the institutions as to what might be acceptable by the advisory panel in exercise of its statutory function.

- In making a case for 'equivalent to a doctoral degree' applicant institutes are invited to their consideration of terminal degree and practical experience on an individual / CV-based approach. This approach should evaluate the quality of the individual's experience relative to the particular challenges / demands / forms of recognition of the discipline in question. It may incorporate a time-based dimension without considering the latter to be a qualifier or disqualifier in itself.

- This categorisation would include, individuals distinguished by high achievement in the world of industry, business, science, the professions, the arts or public service who have been recognised by peers as outstanding in their field or those clearly recognised and verifiable eminence and leadership in their chosen field of expertise.

- While a broad range of possible categories exists into which the relevant accomplishments may fall, the following list is intended as an example set and is not likely to be exhaustive:

  o Professional Membership: This category applies in the case of senior practitioners in professional disciplines who have attained the highest level of membership of the professional body concerned. It would include the professional bodies (in whatever jurisdiction) in disciplines (and related sub-disciplines) such as accounting, engineering, law, medicine, veterinary etc. While specific qualification procedures may vary, there would be likely to be a commonality of the requirement on the individual to show a body of professional practical experience which is at the highest level for the discipline and peer evaluation of the individual by accepted experts in the field.

  o Publication / Exhibition: This category would include publications outside of the traditional academic, peer reviewed domain. It could include output designed for mass readership, appreciation or impact across a variety of genres, including the creative arts. While more qualitative than the earlier category it would, nonetheless, involve demonstrable forms of recognition such as critical review, commercial impact or media commentary.

  o Performance: This category would involve demonstrable evidence of regular and ongoing performance in the varying performing arts categories in recognised venues, either nationally or internationally. As with the category above, it would be likely to be supported by critical recognition, media impact and / or commercial success.

  o Built Environment: This category would involve the professional contribution to the creation of significant additions to public space in Ireland or abroad. It could involve any of the wide range of disciplines involved - architecture, engineering, quantity surveying, design etc.

  o Business / Entrepreneurial Achievement: This category would involve recognisable achievement in the development, growth, acquisition of businesses, either newly created or substantially changed and re-configured, creating resulting value either in terms of shareholder value, employment creation, technological innovation and creativity or social/public service.

  o Social / Public Service: This category could include the development of services and modes of delivery of service to various categories of the population. Distinguishing features (to mark the achievement off from "regular" service provision) could include the extent of the impact on a targeted category of population or the level of innovation exhibited in the service so as to establish precedent and replicability in other domains or geographies.

- Some of these categories may overlap and would require further elaboration and exemplification in dialogue between the advisory panel and applicant institutions, to the extent that any of the proposed bids may rely on these examples of professional experience or combinations of them.

This guidance is provided to advise the process. The key elements of any case for equivalence should include recognisable and verifiable evidence of proficiency and clearly, the exemplification of this spans a wider range of possibilities than might be set out here."

Appendix 4 – Meetings

Schedule of meetings
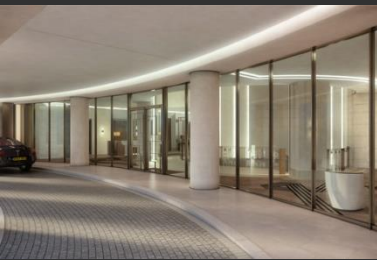
Name & Title*	Date of meeting**
Martina Cullotty, Data Reporting Officer, MTU	19 March 2019
Hugh McGlynn, MTU Project Director, CIT	19 March 2019
Tim Daly, MTU Project Director, ITT	19 March 2019

* MTU was represented by three main contact points. Information provided to Deloitte was collected centrally by the three main contact points collaborated with the respective CIT, or ITT personnel. During the course of the review, we would have interacted with other staff by phone or email.

** This date represents the date of first meeting. Subsequent meetings were held and/or follow up communications performed as required.

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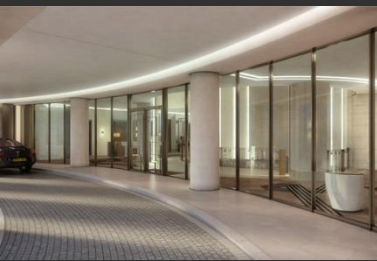Specific findings – MTU Integration Costs

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Appendix 5 – 25W Programmes

Research Credit Modules in 25W Programmes

The following is the breakdown of the five programmes that fall into Programme Type 25W:

Programme Code	Programme Name	No. of Students	Available Credits	Research Credits	% of Research Credits
CR_ATHPY_9	Master of Arts in Theraphy	67	90	80	88.89%
CR_GMUSC_9	Master of Arts in Music	29	120	105	87.50%
CR_HELDE_9	Master of Arts in E-learning Design and Development	23	60	40	66.67%
CR_HINTP_9	Master of Arts in Integrative Psychotheraphy	13	90	70	77.78%
CR_HPLTH_9	Master of Arts in Play Therapy	7	90	65	72.22%
Grand Total		139			

In the following pages are extracts from the Approved Course Schedules (ACS) for the above programmes.

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Research Credit Modules in 25W Programmes

Programme Code	Title								
CR_ATHPY_9	Master of Arts in Art Therapy	Total Credits = 90							
Module Code	Title	Level	Mandatory / Elective	Credits	Coursework (%)	Final Exam (%)	Research' as defined by doc	Credits Count	%
PSYC9001	Art Therapy History & Theory	Expert	M	5	100	0			
PLAC9007	Placement Context Preparation	Expert	M	5	100	0	Y	5	
ARTS9001	Group & Personal Process	Expert	M	5	100	0			
PLAC9001	Introductory Placement	Expert	M	5	100	0	Y	5	
PSYC9005	Clinical Theory & Research	Expert	M	5	100	0	Y	5	
ARTS9002	Experiential Frameworks	Expert	M	5	100	0	Y	5	
PLAC9008	Clinical Placement Support	Expert	M	5	100	0	Y	5	
PLAC9011	Clinical Practice	Expert	M	10	100	0	Y	10	
PLAC9002 / PLAC9003	Clinical Placement /Professional Practice	Expert	select one	5	100	0	Y	5	
ARTS9003	Experiential Contexts	Expert	M	5	100	0	Y	5	
PSYC9003	Art Therapy Research Proposal	Expert	M	5	100	0	Y	5	
PLAC9009	Advanced Supervision	Expert	M	5	100	0	?		
PLAC9012	Advanced Clinical Placement	Expert	E or next two	10	100	0	Y	10	
PLAC9005	Practice Formulation	Expert	E	5	100	0	Y		
PLAC9004	Advanced Clinical Practice	Expert	E	5	100	0	Y		
PSYC9006	Art Therapy Research Project	Expert	M	10	100	0	Y	10	
PLAC9006	Practice Evaluation	Expert	M	5	100	0	Y	5	
ARTS9004	Reflective Approaches	Expert	M	5	100	0	Y	5	
							Total Count	80	88.9%

Our review identified that the total available credits have a total of 95, instead of 90 credits. As consulted with Head of Department – Arts in Health and Education, we noted that the approved course schedule had incorrectly classified an elective course as mandatory that caused the total available credits to be overstated by 5 credits, and should have a total of 90 credits. The error does not impact the achievement of the eligibility criteria.

Total Credits	Research Credits	% Research
90	80	88.89%

MTU Response on Justification why modules in respective programmes contribute to research?

"The MA Art Therapy course is a taught programme at Masters level. As a taught programme all of the modules build on each other to a cumulative demonstration of learning. At the core of the learning is an emphasis on critical and reflective practice building on prior and new learning to develop new creative approaches within the field of Art Therapy.

Using the HEA understanding of research and experimental development activity (basic research, applied research and experimental development) I have identified how each of the modules below falls into a research category. Whilst only 15 credits relate specifically to the written research project, this project is a culmination of all the basic and applied research activity that preceded it."

Cont'd… Research Credit Modules in 25W Programmes

Programme Code	Title								
CR_GMUSC_9	Master of Arts in Music	Total Credits = 120							
Module Code	Title	Level	Mandatory / Elective	Credits	Coursework (%)	Final Exam (%)	rch' as defined b	Credits Count	%
MUSC8089	Professional Studies 1 - Music (Approved)	Advanced	M	5	100	0			
MUSC9011	Planning Portfolio (postgrad) (Approved)	Expert	M	10	100	0			
MMED9013	Research Methods and Practice (Approved)	Expert	E	5	100	0	Y	5	
MUSC9012	Professional Studies 2 - Music (Approved)	Expert	M	10	100	0	Y	10	
MUSC9010 / MUSC9013 / MUSC9014	Performance 1 / Composition Portfolio 1 / Conducting 1	Expert	Select one	30	100	0	Y	30	
MUSC9015 / MUSC9016 / MUSC 9017	Performance 2 / Composition Portfolio 2 /	Expert	Select one	30	100	0	Y	30	
MUSC9018	Reflective Portfolio (Masters) (Approved)	Expert	M	5	100	0	Y	5	
MUSC9019 / MUSC9020 / MUSC9021 / MUSC9022 / MUSC9023	Performance 3 / Composition Portfolio 3 / Conducting 3 / Performance Masterclass / Music Dissertation	Expert	Select one	25	100	0	Y	25	
						Total Count		105	87.5%

Total Credits	Research Credits	% Research
120	105	87.50%

MTU Response - Justification why modules in respective programmes contribute to research?

"*Students of the 120 credit Master of Arts in Music are offered a 5 credit elective, Research Methods and Practice (MMED9013) which offers students the opportunity to engage with and implement a range of important traditional and emerging research styles, types and methods. Other topics addressed include the nature of enquiry and research in general, research design issues, data analysis, academic writing and issues regarding ethics in research. While the module is offered as an elective, students are encouraged and advised to complete this module to inform their further studies.*

Students complete a 10 credit Professional Studies 2 – Music module (MUSC9012) which forms the initial planning stage and production of a reflective document outlining the envisaged scope of the portfolio of performances/compositions for the individual learner and has an output of an original demo recording as an assessment piece.

Students select their area of specialisation as shown in the programme schedule in stage 1 / semester 2 and through applied research and extensive experimental and skill development throughout the programme, students draw on knowledge gained through research and practical experience to produce additional knowledge. Performance, Composition Portfolio and Conducting modules as research is a central value at the heart of the conservatoire ethos that characterizes the postgraduate music education sector. Research and performative insights are linked with skill acquisition in this MA programme, where the major performance modules (2 * 30 credits + 25 credits = 85 credits) act as three practical elements equivalent to a thesis, forming a coherent documented portfolio at the end.

Students complete the 5 credit Reflective Portfolio (MUSC9018) module through the development of a portfolio of documents and recordings which collates and reflects on the professional learning and artistic growth that takes place during the course of this Masters programme."

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Cont'd… Research Credit Modules in 25W Programmes

Programme Code	Title								
CR_HELDE_9	Master of Arts in E-learning Design and Development		Total Credits = 60						
Module Code	Title	Level	Mandatory / Elective	Credits	Coursework (%)	Final Exam (%)	rch' as defined b	Credits Count	%
EDUC9038	Elearning Instructional Design	Expert	M	5	100	0			
EDUC9016	Education Research & Proposal	Expert	M	10	100	0	Y	10	
EDUC9027	Narrative & Games for Learning	Expert	M	5	100	0			
EDUC9028	E-Learning Authoring	Expert	M	5	100	0			
MMED9005	New Media Workplace	Expert	M	5	100	0			
EDUC9029	E-learning Thesis	Expert	M	20	100	0	Y	20	
EDUC9030	E-learning Project	Expert	M	10	100	0	Y	10	
						Total Count		40	66.7%

Total Credits	Research Credits	% Research
60	40	66.67%

MTU Response - Justification why modules in respective programmes contribute to research?

"Students of the 60 credit online MA in E-learning Design and Development complete a 10 credit Educational Research module (EDUC9016), a 10 credit E-learning Project module (EDUC9030) and a 20 credit E-learning Thesis module (EDUC9029). All of these modules are closely linked and are oriented towards students becoming critical consumers and producers of research. Research is presented for students from the get-go as the primary means by which to improve their practice, address gaps in their knowledge and for them to contribute to the development of new technologies and pedagogies in the field. E-learning Thesis is a capstone module and requires students to bring together a range of concepts, theories, frameworks, technologies and practices within a research setting, work which is directly evidenced in a research paper which is the key deliverable for the module and indeed the programme as a whole. Research Studies are based around the piloting/field testing of e-learning solutions created by the students as part of the E-learning Project module. The Educational Research module meanwhile directly prepares the student to complete the Thesis module by guiding them towards the preparation of a formal research proposal. Students are encouraged to publish their work and submit to conferences in the field."

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Cont'd... Research Credit Modules in 25W Programmes

Programme Code	Title								
CR_HINTP_9	Master of Arts in Integrative Psychotherapy		Total Credits = 60						
Module Code	Title	Level	Mandatory / Electiv	Credits	Coursework (%)	Final Exam (%)	rch' as defined b	Credits Count	%
COUN9004	Develop Theory & Adult Adaptat	Expert	M	5	100	0			
COUN9002	Supervis Psychother Pract 5.1	Expert	M	5	100	0	Y	5	
COUN9010	Personal & Relational Process	Expert	M	10	100	0			
COUN9008	Clinical Assess & Case Formul	Expert	M	10	100	0	Y	10	
COUN9006	Clinical Process of Psychother	Expert	M	5	100	0	Y	5	
COUN9003	Supervis Psychother Pract 5.2	Expert	M	5	100	0	Y	5	
COUN9005	Trauma, Dissociation and their	Expert	M	5	100	0			
COUN9011	Pers and Clinical Integration	Expert	M	10	100	0	Y	10	
COUN9009	Practitioner Research Methods	Expert	M	5	100	0	Y	5	
COUN9007	Reflect Practit Dissertation	Expert	M	25	100	0	Y	25	
COUN9001	Mental Health Placement	Expert	M	5	100	0	Y	5	
						Total Count		70	77.8%

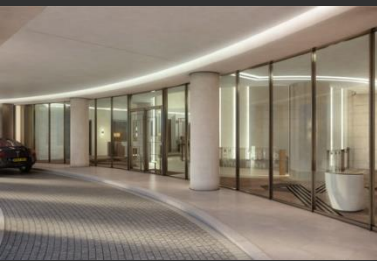| Total Credits	Research Credits	% Research
90	70	77.78%

M MTU Response - Justification why modules in respective programmes contribute to research?

"Through a combination of placement, research and clinical capability modules students are agents in the development of their own applied knowledge of psychotherapy."

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Cont'd… Research Credit Modules in 25W Programmes

Programme Code	Title								
CR_HPLTH_9	Master of Arts in Play Therapy		Total Credits = 90						
Module Code	Title	Level	Mandatory / Elective	Credits	Coursework (%)	Final Exam (%)	rch' as defined b	Credits Count	%
SYC9007	Clinical Work Preparation	Expert	M	5	100	0	Y	5	
PSYC9008	Child Development & Play	Expert	M	5	100	0			
PSYC9009	Play Therapy Theory	Expert	M	5	100	0			
PSYC9010	Apps Play Therapy Skills	Expert	M	5	100	0	Y	5	
PSYC9011	Observation Techniques	Expert	M	5	100	0	Y	5	
PLAC9013	Clinical Work Practice	Expert	M	5	100	0	Y	5	
PSYC8011	Neuroscience	Advanced	M	5	40	60			
PSYC9012	Group and Family Play Therapy	Expert	M	5	100	0	Y	5	
PSYC9013	Play Therapy Processes	Expert	M	5	100	0			
PSYC9015	Play Therapy Underpinnings	Expert	M	5	100	0	Y	5	
PLAC9014	Play Therapy Work Practice	Expert	M	5	100	0	Y	5	
PSYC9014	Sand and Art Therapy	Expert	M	5	100	0			
EDUC9031	Play Therapy Research Methods	Expert	M	10	100	0	Y	10	
MGMT9010	Research Thesis	Expert	M	20	100	0	Y	20	
							Total Count	65	72.2%

Total Credits	Research Credits	% Research
90	65	72.22%

MTU Response - Justification why modules in respective programmes contribute to research?

"*Students of the 90 credit Master of Arts in Play Therapy complete a number of 5 credit modules which are closely linked, Clinical Work Preparation (PSYC9007), Applications of Play Therapy Skills (PSYC9010), Clinical Work Practice (PLAC9013) and Play Therapy Work Practice (PLAC9014). Through the combination of these modules, students develop the skills, knowledge and competence to develop their own applied knowledge of Play Therapy. Through experiential learning, the placement modules provide students the opportunity to work with and experience the creative techniques, skills and materials used in play therapy. The students engage fully with their own process and they explore their own responses to the learning experience and present both as individuals and as part of a learning group.*

Through the completion of the 5 credit Observation Techniques (PSYC9011) module students develop the skill of producing theory based interpretations of observations of children at various ages and stages of development in diverse environments. In Group and Family Play Therapy (PSYC9012) (5 credits) students utilises the principles of play therapy to examine, understand and interpret the underlying psychosocial dynamics that underpin group and family processes. Play Therapy Underpinnings (PSYC9015) is a 5 credit module which provides the support that the student needs in further developing the skills and competencies required in conducting effective play therapy interventions and sessions. This module through research and critical reflection examines and evaluates play therapy from an Irish perspective. All therapeutic sessions carried out by the learners are video-recorded and analysed to develop and improve existing student skills and processes. These three modules PSYC9011, PSYC9012 and PSYC9015, expand student knowledge and skills through a combination of basic research, applied research and experimental development in an environment which facilitates and enables student leaning in the development of their own knowledge and exploration of play therapy.

A total of 30 credits are completed by students through completion of Play Therapy Research Methods (EDUC9031) and Research Thesis (MGMT9010)."

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Appendix 7 – MTU Response

Full-time academic staff count:

MTU formal response in relation to '21 full-time academic staff members engaged in the provision of only 1 hour on a programme that leads to at least honours bachelor degree level' :
"CIT's Researcher Career Framework identifies opportunities for researchers who are not on an academic staff contract to develop their CV's and their career prospects, either within CIT or when they leave. In parallel, the R&I Strategy references the desirability to better integrate the functions of the research centres and groups and the academic departments. One way to address both aims is to ensure that appropriately qualified researchers are given opportunities to teach on courses, usually at L8, within the Faculties. As researchers are up-to-date in their subject matter and indeed often at the cutting edge of new thinking, and since they very often are working on projects which involve industry and/or international partners, their teaching has a very beneficial role-modeling impact on undergraduate students and the staff in the associated departments. The interaction between undergraduates and the research community has the further benefit of bringing greater visibility about prospects for research at L9 and L10, thereby helping to fill out the talent pipeline. This mutually beneficial arrangement is one which CIT and IT Tralee will hope to expand as research increases in the MTU context and indeed will allow us to achieve the aim of better integrating research, teaching & learning and knowledge exchange".

Rationale to the exclusions to Staff Numbers

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Exceptions / Exclusions applied to the Overall Staff count by the MTU

Below is an extract from the MTU Chapter 4 – Support documentation March 2019.

"MTU identified 59 staff delivering hours to at least NFQL8 who were excluded from the overall count. The staff were excluded based on the nature of the programmes offered within their respective assigned department - Cork School of Music, Department of Fine Art, Department of Craft Studies and Department of Construction.

CIT Cork School of Music (CSM) was removed due to the conservatoire model of teaching which has been the historic foundation of music education in CIT CSM. The majority of students – some 3000 students - at CSM are under 18 years old, and engaged in conservatoire music training which is not considered to be higher education. When higher education programmes at Level 8 were introduced into the Cork School of Music after 1996, staff timetables remained entwined across the full range of educational offerings. The majority of staff have teaching responsibilities in the conservatoire, including children as young as 6 years. It is therefore very difficult to quantify ratios for either staff allocations or the student body in this case, notwithstanding the 6 staff from the CSM who do hold Level 10 qualifications.

The **Department of Fine Art, at CIT Crawford College of Art & Design**, was not included due to the historic nature of fine art as a practice-based discipline. There is considerable body of literature indicating the difficulties presented to the Art Colleges in the UK, and Fine Art departments in particular, when these were merged into the Polytechnical colleges and eventually positioned in an academic context in universities. Notwithstanding the evolution of the discipline in the context of academic research, this remains a point of contention and debate nationally and internationally. The Fine Art approach in CIT Crawford College of Art & Design remains a practice-based approach. Even in the UK there are very few practice-based doctorates available. Neither CIT Crawford College of Art & Design nor CIT Cork School of Music were included in the establishment of GRADCAM - intended to be a collaborative national graduate school for Creative Arts and Media – in 2008 under PRTLI. National funding for GRADCAM was later withdrawn and it has been funded by DIT since 2012. Only 22 Level 10 students have graduated since then. The QQI national awards standards for art and design are provided only up to Level 9, and there remains significant work to be done nationally on the agreement of guidelines for doctoral education in fine art practice.

The **Centre of Craft Studies** has not been included due to the nature of the programmes delivered within the Centre. The Centre of Craft Students in Cork Institute of Technology is an approved provider of Apprenticeship training programmes. Apprenticeship is the recognised means by which people are trained to become craftspeople in Ireland. The main craft trades have been designated by FÁS and come within the scope of the Statutory Apprenticeship system, which is organised in Ireland by FÁS in co-operation with the Department of Education and Science, employers and unions. Apprenticeship is a demand-driven, workplace and classroom, educational and training programme for employed people aimed at developing the skills of the apprentice to meet the needs of industry and the labour market. The Curriculum for each apprenticeship programme is based on uniform, pre-specified standards which are agreed and determined by industry. On successful completion of an apprenticeship, a FETAC Advanced Certificate is awarded; this is recognised internationally as the requirement for craftsperson status. In recent years the Centre of Craft Studies designed, developed and delivered two NFQ level 7 programmes offered via the CAO: (i) BSc in Craft Technology (Wood) with Business and (ii) BSc in Craft Technology – Mechanical Services. However, since 2017 these programmes are no longer offered to new applicants.

The **Department of Construction** has not been included due to the close link between the delivery of programmes within the department and the Centre of Craft Studies. As a consequence of the volatility in the number of craft apprentices recruited nationally and the changing distribution of craft apprenticeship programmes and phase delivery in recent years, there was an increase in the level of "service-out" into the Department of Construction by staff members of the Centre of Craft Studies. As a consequence, several staff members transferred across to the Department of Construction. Programmes in the Department of Construction reflect the multi-faceted nature of the construction process - being integrated through their focus on the building product, but differentiated by an emphasis on a particular aspect of the industry. The Department of Construction currently offers three level 7 programmes and two level 8 programmes. The specialised areas of Construction and Craft Studies will continue to be supported by MTU in line with government strategy through continued staff professional development where relevant.
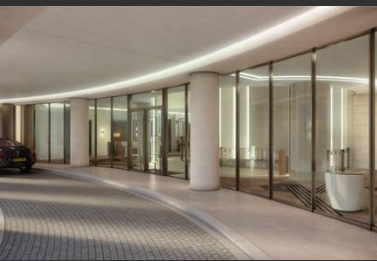
Appendix 9 – Supervisors of Level 10 Students

## Supervisors of Level 10 Students:

MTU Supervisors holding a degree other than Level 10 engaged in the supervision of Level 10 students

The following are the supervisors holding a Level 9 degree engaged in the supervision of Level 10 students:

Supervisor*	Primary/Secondary Supervisor**	Supported by
L9 Supervisor 1	Secondary	L10 Primary Supervisor
L9 Supervisor 2	Primary	Terminal Degree Supervisor, and a L10 3rd Supervisor
L9 Supervisor 3	Secondary	L10 Primary Supervisor
Terminal Supervisor 1	Secondary	L9 Primary Supervisor, and a L10 3rd Supervisor

For confidentiality purposes, the names of the supervisors were removed.

**Primary supervisors should have a doctoral degree, or mentored by a supervisor with a doctoral degree*
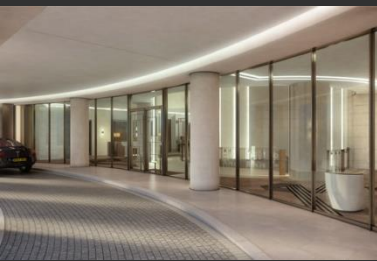
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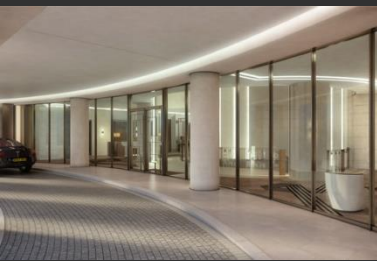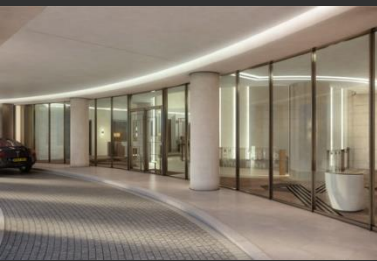Specific findings – MTU Integration Costs

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Appendix 10 – Fields of Education offered by MTU

ISCED Fields of Education offered by MTU
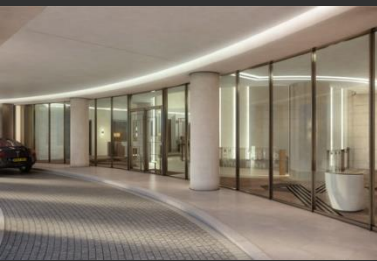
No. of Student Researchers	Detailed ISCED Field	Narrow ISCED Field	Broad ISCED Field
46	0011 Basic programmes and qualifications	001 Basic programmes and qualifications	00 Generic programmes and qualifications
1	0215 Music and performing arts	021 Arts	02 Arts and humanities
5	0413 Management and administration	041 Business and adminstration	04 Business administration and law
5	0414 Marketing and advertising		
1	0510 Biological and related sciences not further defined or elsewhere classified	051 Biological and related administration	05 Natural sciences, mathematics and statistics
1	0531 Chemistry	053 Physical sciences	
22	0533 Physics		
13	0610 Information and Communication Technologies (ICTs) not further defined or elsewhere classified	061 Information and Communication Technologies (ICTs)	06 Information and Communication Technologies (ICTs)
22	0710 Engineering and engineering trades not further defined or elsewhere classified	071 Engineering and engineering trades	07 Engineering, manufacturing and construction
2	0732 Building and civil engineering	073 Architecture and construction	
1	0923 Social work and counselling	092 Welfare	09 Health and welfare

Professional Fees

Professional fees as per Project Budget 11.2

Cost Detail	Consultant / Supplier Name(s) if known	2019	2020	2021	2022
Branding Dev. & advertising etc	Zinc	100,000	100,000	-	-
PR		40,000	40,000	-	-
Consultancy (Change Mgt)		45,000	70,000	70,000	-
Consultancy		-	-	-	-
Masterplanning Consultancy		25,000	-	-	-
Masterplanning Consultancy		50,000	-	-	-
Expertise etc (incl Edu Campus)		50,000	50,000	50,000	-
Finance Consultancy	Unit 4	75,000	75,000	-	-
HR Consultancy	Core HR	75,000	50,000	-	-
HR Policy Development		50,000	75,000	75,000	50,000
Identity Management		100,000	-	-	-
Card System		-	100,000	-	-
Business case	PWC	-	-	-	-
EIS etc (Matt Fanin)		-	-	-	-
HE Experts (DT, RS)		30,000	-	-	-
Programme Support	PWC, Internationl Panel	100,000	50,000	-	-
Legal Due Dilligance		50,000	-	-	-
Consultancy		30,000	-	-	-
Consultancy (Banner feasibility)	Ellucian / Educampus	10,000	200,000	200,000	-
Total professional fees		**880,000**	**860,000**	**395,000**	**50,000**

Source: Project Budget 11.2

The above table is linked to section 5.1.2.

Membership

Programme Oversight Board

|	
External Chair	Don Thornhill
CIT Governing Body Chair	Bob Savage
ITT Governing Body Chair	Lionel Alexander
CIT President	Dr. Barry O'Connor
ITT President	Dr. Oliver Murphy
CIT Programme Director	Dr. Hugh McGlynn
ITT Programme Director	Tim Daly

Sponsor	Workstream
Prof. Hugh McGlynn/Tim Daly	Structures for Governance and Management
Paul Gallagher	Corporate Affairs
Dr. Brendan O'Donnell	Student Administration & Support
Dr. Aine Ni She	Academic Affairs
Dr. Orla Flynn	Communications & Change Management
Brid McElligott	Research & Engagement

The above table is linked to section 5.1.

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