

Strategic Dialogue Cycle 2

Self-Evaluation Report submitted to HEA

22 June 2015



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Strategic Dialogue Cycle 2

HEI Self-Evaluation Report

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the first set of interim targets, as at year end 2014.

The template should largely be populated as per the published Compact.

The self-evaluation should include a commentary on progress and description/explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014-2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2014 and having regard to (c) March 2015 data returns to the HEA.

The self-evaluation should, where possible, benchmark your institution's performance, either at institutional level or according to a particular objective, with that of chosen national and/or international comparators. Institutions should also set out the data source against which progress has been reported.

In addition, progress to date on compact targets should be identified in the last column of the template using a colour code as follows:

	Target achieved or exceeded
	Substantial progress made, targets not met in full and reasons identified
	Target not met for identified reasons

1. Regional clusters

Institution Objective	<p>Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, coordinated and rational higher educational provision across the region. The shared academic planning process will involve:</p> <ul style="list-style-type: none"> (a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster institutions, (b) preparation of a scoping study that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and potential for more coherent and rational provision, and (c) a review of the student records and administrative systems and agreement of protocols. <p>June 2015</p> <p>AIT Strategic Plan 2014-2018 dedicates Pillar 1 to Learning, Teaching and Educational Experience. Under this Pillar, Performance and Strategic Target No. 5.1.3.3 determines that flexible learning systems will be evaluated and enhanced, and will be informed by the National Forum for the Enhancement of Teaching and Learning teaching principles and insights on building digital capacity. In Pillar 5 of the same plan inter-institutional collaboration forms the focus. Leading Action Project No. 5.5.4.2 centres on shared academic planning/MEND project with a target of developing a shared academic planning framework.</p>
Performance Indicator	<p>The cluster institutions will agree and implement a regional cluster enrolment plan for higher education provision. More specifically, we will monitor (a) the number of CAO entry routes by institution and (b) the number of, and enrolment on, joint academic programmes as per published Compact.</p>
Baseline	<p>There is a complete absence of systematically compiled data and information at the regional cluster level.</p>
Interim Target end 2014	<ul style="list-style-type: none"> (a) Agree methodology for projections of regional demand, (b) Complete scoping study data collation and analysis, (c) Complete draft report on review of systems, protocols and procedures for joint academic programmes.
Progress against 2014 target, commentary and data source	<p>Very considerable progress has been made in implementing the objectives agreed by the Cluster HEIs with the HEA. The Cluster represents one-sixth of total enrolments in the entire HEA-funded higher education system. The constituent institutions cater for distinctive geographical territories by providing an extensive range of programmes across NFQ levels 6 to 10. There are strong commonalities and complementarities between the universities and the institutes. The Cluster activities are led by</p>

	<p>registrars, with oversight provided by the Cluster Board which includes the presidents and registrars of each institution along with the Maynooth University Vice-President for Strategy and Quality.</p> <p>An important factor in the success of the cluster has been its capacity to harness expertise across the four institutions to make successful bids for funding targeted towards collaborative projects. This regional cluster was the only collaboration awarded funding under the SIDF programme. More recently, three of the ten projects funded by the National Forum for the Enhancement of Teaching and Learning involved the Cluster members.</p> <p>A high level working group from the four HEIs reviewed enrolment patterns, the range of programmes provided and levels of demand, and also progress towards the 2016/17 Compact targets, and longer term demand projections. The review highlighted some shifts in demand between full-time and part-time students, more emphasis on level 8 degree programmes, and shifts in demand across the major ISCED categories, with different responses from the universities and institutes in relation to each of these shifts in demand patterns. There is very little evidence of programmes for which there is insufficient demand, but the projections for the next 15 years indicate that a significant expansion in demand is likely to occur. The DES 2014 full-time UG demand projections imply that the numbers of full-time UG new entrants to the four HEIs could increase by between 2,570 (assuming no increase in current share of all new entrants) and 3,580 (sustained modest rate of increase in line with recent years) over the period to 2028. The comparable figures for increases in total enrolments are 7,720 and 8,100. Increases of this scale will require a coherent and rational approach to planning at national and Cluster-levels for increased provision of higher education.</p> <p>Work on reducing the number of designated entry routes is progressing at a national level with leadership provided by leaders of the Cluster HEIs.</p> <p>A working group that included the registrars and others has prepared a <i>Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster</i>. This provides a framework for resolving a wide range of issues that are likely to arise in the context of joint programme provision. This WG also examined the requirements for effective, reliable and efficient systems for <i>Student Data Exchange for Joint Academic Programmes</i>.</p> <p>See Appendix II</p>
<p>Interim Target End 2015</p>	<p>Outputs from a scoping study and high level demand projections reviewed by Cluster Board and management and governance structures in each institution. A draft plan for regional academic programme provision will be completed and agreed among participating institutions, and discussed with the HEA. The draft plan will include high level targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry routes in line with the national process.</p>

	Develop and collectively approve proposals in relation to systems, protocols and procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.
Final target end 2016	<ul style="list-style-type: none"> • Commence implementation of plan for regional academic programme provision and commence implementation of rationalised entry routes, • The number of, and enrolment on, joint academic programmes as agreed in shared academic programme finalised in 2015, • Complete review of pilot phase of delivery of shared and joint programmes at undergraduate and postgraduate levels.
Summary	On target through SIFD projects. Further progression of projects dependent on available funding.

1. Regional clusters (contd...)

Institution Objective	<p>Develop a regional approach to access, transfer and progression</p> <p>June 2015</p> <p>An extension of this objective as identified in AIT's Strategic Plan is to enhance alternative access routes and greater transfer opportunities both within the institute and through the designated cluster. This is illustrated in Pillar 1 through Strategic Action No. 5.1.2.4. This objective is further illustrated in the Strategic Plan in the inter-institutional collaboration Pillar 5, where one of the performance and strategic targets (5.5.3.4) is to create a phased pathway for transfer and progression across the MEND cluster HEIs.</p>
Performance Indicator	<p>The cluster institutions will:</p> <ul style="list-style-type: none"> (a) develop an integrated regional approach to access, transfer and progression, and (b) Prepare regional inventory of all options and mechanisms for ATP from FE to HE at programme and institutional level. The quantitative performance indicator will be the number of students transferring into or between institutions.
Baseline	<p>There is an absence of systematically compiled data and information at the regional cluster level.</p>
Interim Target end 2014	<p>Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.</p>
Progress against 2014 target, commentary and data source	<p>A further project has reviewed the procedures for access, transfer and progression between the HEIs and also between the FE and HE institutions in the regional cluster. A Higher Education and Further Education Network has been established which is supported by an MOU signed by the presidents, and CEOs of the relevant Education and Training Boards (ETBs).</p> <p>A prototype portal has been developed to assist students navigate through the extensive range of FE and HE programmes that are available, identify the locations at which courses/programmes are provided, and provide information on pathways between FE and HE provision. The prototype is a model that could be rolled out across the entire HE and FE sectors.</p> <p>The prototype portal can be accessed at: http://pathways.maynoothuniversity.ie</p> <p>A summary of the outputs from the Cluster SIDF projects is included in Appendix II: Slides for launch of MEND Cluster SIDF project outputs.</p>

	<p>The success of the Cluster can be attributed to the leadership and commitment provided by the four leadership teams, the sustained efforts to build trust and relationships at different levels between the institutions, and the availability of funding via the SIDF that provided resources to progress projects that are closely aligned to the institutional strategies. The main challenges for the future are:</p> <ul style="list-style-type: none"> (a) the need to clarify the overall objectives for regional clusters as a component of the higher education landscape, and (b) the absolute necessity to provide an additional funding line to sustain worthwhile projects and to support the governance, management and further development of the cluster.
Interim Target End 2015	Identification of new progression routes and agreement on pathways to be enabled in 2016; performance indicators agreed for transfer and progression.
Final target end 2016	To have the full implementation of new transfer and progression pathways underway.
Summary	On target. Data source through cluster meetings and recording of same and presentation included in Appendix I.

2. Participation, equal access and lifelong learning

Institution Objective	<p>To increase the number of non-standard learners engaging through Lifelong Learning</p> <p>June 2015 AIT Strategic Plan 2014-2018 indicates that Performance and Strategic Target 5.1.3.2 in Pillar 1 envisions that the lifelong learner population will increase by 15% over the life of the plan.</p>
Performance Indicator	<p>To realise an increase in student enrolments from the current annual population of some 800 learners. The funding challenge is perceived to be an obstacle currently to growth.</p> <p><i>* This figure represents total lifelong learning participation including hobby and personal development programmes which are not reported in SRS returns.</i></p>
Baseline	827 students registered in September 2012
Interim Target end 2014	880 students <i>* total lifelong learning population including hobby and personal development</i>
Progress against 2014 target, commentary and data source	<p>1,086 part-time students registered as at 1 March 2015</p> <p>458 students registered on accredited programmes in the Department of Lifelong Learning, in addition to 327 students registered with the Department of Lifelong Learning as at 1 March 2015 on hobby/personal development and professional programmes accredited by bodies other than AIT.</p>
Interim Target End 2015	900 students – <i>to include all lifelong learning provision i.e. accredited, professional, hobby and personal development programmes.</i>
Final target end 2016	To build further on this, but this is contingent on the financial constraints of the economy which impact participation in lifelong learning.
Summary	On target – data source SRS March 2015 returns and registered student count with Department of Lifelong Learning

2. Participation, equal access and lifelong learning (contd...)

Institution Objective	Participation in new AIT ENGAGE programme
Performance Indicator	Student membership of clubs and societies, in particular those societies involving civic engagement and volunteering.
Baseline	This is a novel departure and thus has a zero baseline engagement currently. There are, however, various examples of local engagement and volunteering to be found currently within the faculties.
Interim Target end 2014	100 active members, 10 students to complete student leadership training
Progress against 2014 target, commentary and data source	<p>Leadership training was offered and subsequently re-packaged. An online guide for societies was developed as an alternative and will be available from September 2015. This guide will take the place of formal leadership training.</p> <p>A new initiative fostering engagement saw AIT as the only institute of technology competing in The Irish Times Debate competition</p> <p>Students involved in AIT ENGAGE societies actively participated in a wide variety of events including:</p> <ul style="list-style-type: none"> • Participation in 2 Open Day events • Awareness and promotion events • Photography and art exhibitions • Pub quizzes • Book sales • Bake sales
Interim Target End 2015	200 active members, 20 students to complete student leadership training. For information, AIT has also signed to support the national Campus Engage initiative.
Final target end 2016	300 active members, 30 students to complete student leadership training
Summary	On target. Society membership exceeds target. Leadership training active from September 2015. Data source internal recording of activity and membership.

2. Participation, equal access and lifelong learning (contd...)

Institution Objective	Further develop and embed Peer Assisted Student Support programme (PASS)
Performance Indicator	Increase in number of 1 st year courses offering PASS
Baseline	8 courses in 2012/13
Interim Target end 2014	17 courses
Progress against 2014 target, commentary and data source	PASS was offered on 23 programmes in the academic year 2014/15 and ran on a total of 17 programmes overall.
Interim Target End 2015	20 courses. A report on student-led learning was presented at a National Forum event in Griffith College Dublin on 11 June 2015, in support of this initiative.
Final target end 2016	23 courses
Summary	On target. Data source monitoring of offering internally

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

Institution Objective	Increase participation and attendance at new student induction
Performance Indicator	Increased metrics around attendance at sessions, library facilitation visits, and engagement with HEA Equal Access Survey completion during induction.
Baseline	As example, 44% completed the HEA Equal Access Survey in 2012/13 based on first year intake.
Interim Target end 2014	70% of total first year cohort
Progress against 2014 target, commentary and data source	<p>The new student induction format for 2014/15 was further modified in an effort to improve attendance towards boosting student engagement and retention. On average, more than 70% of students participated in the various induction activities.</p> <p>In addition, an improved 79.62% of incoming first years participated in the Equal Access HEA survey and their IT session</p>
Interim Target End 2015	75% completion
Final target end 2016	85% completion
Summary	On target. Data source recording of participation in induction activities and measurement of HEA Equal Access Survey participation.

3. Excellent teaching and learning and quality of the student experience (contd...)

Institution Objective	<p>To promote excellence in learning, teaching and assessment, thereby enhancing learning experience of all students.</p> <p>June 2015 The newly published AIT Strategic Plan underpins this objective with Pillar 1 dedicated to Learning, Teaching and Educational Experience with a key strategic goal “To sustain and further develop an inclusive learning community that empowers learners to be successful in a dynamic environment”. One of the performance and strategic targets (5.1.3.10) in this Pillar is to increase the number of staff with pedagogical qualifications by 25% over the life of the Strategic Plan. The learner retention project (Leading Action Project 5.1.4.5) recognises the need to place a particular focus on improving student retention and sets a retention value target of 78% first year to second year retention by 2018.</p>
Performance Indicator	<p>65 members of AIT staff and 72 external participants have commenced on the flexible pathway to the LIN/AIT Postgraduate Diploma in Learning, Teaching and Assessment since 2009. Prior to this, between 2007 and 2010, 18 members of staff completed the off-campus DIT Postgraduate Certificate under SIF 1 funding.</p>
Baseline	<p>L&T Unit commenced offering accredited programmes in 2008.</p> <p>L&T Unit commenced targeted training in the use of the VLE in 2008. Prior to this such training was provided on an ad hoc basis. The figures above provide the current baseline.</p> <p>AIT is working with Cluster partners to consider a mechanism for best sharing of expertise in this area.</p>
Interim Target end 2014	<p>Five members of AIT staff and one external participant to graduate with the LIN/AIT Postgraduate Diploma in Learning, Teaching and Assessment in 2013, with potentially a further 8 members of AIT staff to graduate in 2014.</p> <p>Continued support for staff in the use of the VLE on all programmes of study.</p> <p>Continued support for staff in the use of Student Diary Pro for placement. Currently being rolled out in four academic departments.</p>
Progress against 2014 target, commentary and data source	<p>Accredited Professional Development (APD) Ten members of AIT staff and 3 external participants are registered on the capstone module leading to the award of a Postgraduate Diploma in Learning, Teaching and Assessment.</p>

	<p>In addition 75 AIT staff members are currently on the pathway (having completed one or more modules).</p> <p>Continued support for staff in the use of the VLE on all programmes of study</p> <ul style="list-style-type: none"> • Induction in the use of classroom technology and the use of Moodle provided for new staff during the week of 1st September 2014. • Further development of online resources (FAQs) for the new version of Moodle for staff and students. • The L&T Unit was granted approval by the AIT ethics committee to deploy the staff and the student surveys in semester 1 2014. The research findings will inform the national longitudinal research study: http://ilta.ie/activities/research-projects/ • Increased emphasis on developing staff knowledge and skills of Moodle as a teaching tool to support student engagement. <p>Continued support for staff in the use of Student Diary Pro for placement</p> <ul style="list-style-type: none"> • Upgraded version of SDP is now integrated into Moodle and is more user-friendly. Development work was completed by Enovation Solutions Ltd in consultation with the Learning & Teaching Unit. • SDP is currently being used by veterinary nursing and pharmacy technician programmes, to capture competencies on placement. • SDP has been incorporated into LIN accredited modules to allow staff become familiar with its potential use in a variety of learning and assessment strategies. • The impact of targeted staff support has resulted in SDP being incorporated into 18 programmes during Programmatic Review 2014-2015. <p>Retention</p> <p>A retention group has been established under the chairmanship of Dr Anthony Johnson and its report has been presented to the executive management team and to governing body.</p> <p>Staff from the AIT Business School presented a paper on their initiatives in improving the level of the progression from 1st to 2nd year at the European First Experience Conference in Bergen Norway in June 2015. The paper was well received by delegates from over 20 countries.</p>
<p>Interim Target End 2015</p>	<p>A further 10 members of AIT staff to graduate in 2015.</p> <p>Continued support for staff in the use of the VLE on all programmes of study.</p> <p>Continued support for staff in the use of Student Diary Pro for placement. Increase usage across all academic departments with placement incorporated in programme design.</p>

Final target end 2016	In proportion to above subject to resourcing
Summary	On target. Metrics set achieved and exceeded. Data sources from course participation figures, graduate figures, governing body presentations and conference presentation.

4. High quality, internationally competitive research and innovation

Institution Objective	<p>Build critical mass around focused areas of core research capability aligned with regional needs and national research priorities, and leverage to drive market-informed research in collaboration with industry partners.</p> <p>June 2015 Strategic Plan 2014-2018 identifies the need to provide a broad range of knowledge intensive innovation services to industrial and community clients. This is communicated in Pillar 2, Research, Innovation and Enterprise under the Strategic Action to deliver goal No. 5.2.2.6.</p>
Performance Indicator	<p>Number of industry projects</p> <p>Number of companies engaged</p> <p>Total € value of projects</p> <p>Value of industry contribution to projects</p>
Baseline	<p>Projects = 53</p> <p>Companies = 48</p> <p>€000 value of projects = 625</p> <p>€000 industry contribution = 212</p>
Interim Target end 2014	<p>Projects = 72</p> <p>Companies = 64</p> <p>€000 value of projects = 937</p> <p>€000 industry contribution = 306</p>
Progress against 2014 target, commentary and data source	<p>Projects = 182</p> <p>Companies = 210</p> <p>€000 value of projects = 3.4m</p> <p>€000 Industry Contribution = 615</p> <ul style="list-style-type: none"> Exceeded all targets
Interim Target End 2015	<p>Projects = 81</p> <p>Companies = 70</p> <p>€000 value of projects = 1173</p> <p>€000 industry contribution = 407</p>
Final target end 2016	<p>Projects = 86</p> <p>Companies = 74</p> <p>€000 value of projects = 1409</p> <p>€000 industry contribution = 528</p>

Summary	<p>Annual targets exceeded to end 2014. It is expected that activity in the area of R&IE will continue to grow and develop, but the pace at which this continues to happen is dependent on the availability of competitive funding and funding from other state agencies e.g. Enterprise Ireland. The inequity in research funding between IOTs and the university sector, as noted in Strategic Dialogue meeting January 2015, remains and the sectoral call to reinstate the Technological Sector for Research fund to be reinstated remains.</p>
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4. High quality, internationally competitive research and innovation (contd...)

Institution Objective	<p>Deliver top quality postgraduate research programmes at levels 9 and 10, aligned with our focused research areas and undergraduate programmes, in order to provide a sustainable pipeline of researchers to drive our impact-focused applied research mission. A key catalyst would be the reestablishment and maintenance of a postgraduate research foundation funding programme for the IOT sector</p> <p>June 2015 The AIT Strategic Plan reinforces this objective through targets for postgraduate research students, increased research income and internationally excellent collaborative research, innovation and knowledge-based enterprise development. This is evidenced in Pillar 2 and in particular in the Performance and Strategic Targets.</p>
Performance Indicator	<ul style="list-style-type: none"> • Delegated authority to award at L9 and L10 by research • Director of postgraduate research studies – position in place and operational • Provision of structured generic and transferrable skills modules; professional development plans; and progression review processes for all research candidates • Support infrastructure in place
Baseline	<p>Delegated authority currently in place to award at L9 and L10 by research in our focused research areas: polymer, biosciences (toxicology, microbiology) and software (level 9 only at date of Compact design).</p> <p>Director of postgraduate research studies in place since 2010</p> <p>Structured postgraduate research training modules developed via ‘Graduate Research Alliance’ in place and operational for L9/L10 candidates and for research supervisors.</p> <p>Structured professional development training plans and progression review process in place and operational for all postgraduate research students.</p> <p>Research Hub facility in place providing the critical physical and management support infrastructure to meet the needs of top quality postgraduate research candidates.</p>
Interim Target end 2014	<p>Plan developed and submitted to QQI in relation to delegated authority for L10 in software/networking.</p> <p>The proposal is to have a plan developed in collaboration with NUIM and, potentially, other cluster partners in relation to the development and provision of shared structured postgraduate research modules (generic and transferable skills modules) in the context of our regional cluster. Such</p>

	wider developments are contingent on the agreement of partners.
Progress against 2014 target, commentary and data source	<p>(a) Achieve delegated authority for L10 in network communications and software engineering.</p> <p>(b) Agreements are in place for the delivery of the creativity and entrepreneurship module with Maynooth University. Six AIT postgraduate candidates have completed this module already. In the science area, agreements are in place for co-supervision of a postgraduate candidate between Maynooth University and AIT.</p>
Interim Target End 2015	<p>To have 50% of agreed shared postgraduate research modules in place and operational with NUIM and cluster partners.</p> <p>Again and as above, this is contingent on the agreement of those partners.</p>
Final target end 2016	100% of agreed shared postgraduate research modules in place and operational with NUIM and cluster partners. With the same proviso as already stated.
Summary	Targets achieved. Data source QQI for DA award and internal records between AIT and NUIM.

4. High quality, internationally competitive research and innovation (contd...)

Institution Objective	<p>Improved knowledge/tech transfer to enterprise via the commercialisation of AITs research activities, in the form of technology licensing to Irish-based companies, and the creation of knowledge intensive ‘spin-out’ companies.</p> <p>June 2015 AIT Strategic Plan, Pillar 2 Performance and Strategic Target No. 5.2.3.5 sets objective to significantly improve knowledge/technology transfer to enterprise via commercialisation of AITs research activity.</p>
Performance Indicator	<ul style="list-style-type: none"> • Licenses, options and assignments • Spin-outs • Invention disclosures • Priority patent applications
Baseline	AIT IP Policy currently in place and operational
Interim Target end 2014	<p>Licenses, options and assignments = 2</p> <p>Spin-outs = 0</p> <p>Invention disclosures = 4</p> <p>Priority patent applications = 2</p>
Progress against 2014 target, commentary and data source	<ul style="list-style-type: none"> • Licenses, options and assignments = 2 • Spin-outs = 0 • Invention disclosures = 5 • Priority patent applications = 2 <p>Met or exceeded all targets</p> <p>Data source = AIT TTO & TTSI2 consortium (EI-funded programme)</p>
Interim Target End 2015	<p>Licenses, options and assignments = 3</p> <p>Spin-outs = 1</p> <p>Invention disclosures = 4</p> <p>Priority patent applications = 2</p>
Final target end 2016	<ul style="list-style-type: none"> • Licenses, options and assignments = 3 • Spin-outs = 1 • Invention disclosures = 4 • Priority patent applications = 2
Summary	Targets achieved. Data source: various bodies involved in funding

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

Institution Objective	<p>Working with Enterprise Ireland, support the development of knowledge-based start-ups in the Midlands region via MIRC campus business incubator, including the New Frontiers entrepreneur development programme delivered in partnership with NUIM.</p> <p>June 2015</p> <p>AIT Strategic Plan 2014-2018 Pillar 2 Performance and Strategic Target 5.2.3.5 aims to significantly improve knowledge transfer to enterprise via commercialisation of research activity and the creation of intensive spin-out companies which is further supported by Key Strategic Goal No. 5.7.1, which is to advance regional development</p>
Performance Indicator	<p>Number of New Frontiers Phase 2 participants/year.</p> <p>Number of other entrepreneurs/projects supported per year (including incubation clients and New Frontiers clients not progressing to Phase 2).</p>
Baseline	<p>13 New Frontiers Phase 2 participants in 2013.</p> <p>35 other entrepreneurs projects supported in 2013.</p>
Interim Target end 2014	<p>13 New Frontiers Phase 2 participants.</p> <p>37 other entrepreneurs projects supported.</p>
Progress against 2014 target, commentary and data source	<p>13 New Frontiers Phase 2 participants.</p> <p>44 other entrepreneurs projects supported</p> <p>Met or exceeded all targets</p> <p>Data source = AIT MIRC incubation centre manager and EI-funded New Frontiers Programme</p>
Interim Target End 2015	<p>13 New Frontiers Phase 2 participants.</p> <p>39 other entrepreneurs projects supported.</p>
Final target end 2016	<p>15 New Frontiers Phase 2 participants.</p> <p>44 other entrepreneurs projects supported.</p>
Summary	Targets exceeded. Data source: AIT and Enterprise Ireland

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

Institution Objective	<p>Provide a broad range of knowledge intensive innovation services to regional and national industrial clients, delivering results in a time frame that matches industry needs, and with a focus on startups and SMEs.</p> <p>June 2015 AIT Strategic Plan - Pillar 2 Performance and Strategic Target No. 5.2.3.7 is to increase the provision of a broad range of knowledge intensive services to regional and national clients with a focus on start-ups and SMEs.</p> <p>The targets assigned under this objective have become more collective to include all research centres within the institute reflecting the provision of the broadest range of knowledge intensive services to clients. Centres include Materials Research Institute (MRI), Bioscience Research Institute (BRI), Software Research Institute (SRI), Centre for Industrial Services and Design (CISD) and Midlands Innovation and Research Centre (MIRC).</p>
Performance Indicator	<ul style="list-style-type: none"> • # Industry projects • # Companies supported • # Innovation Vouchers
Baseline	<ul style="list-style-type: none"> • # Industry projects = 166 • # Companies supported = 82 • # Innovation Vouchers = 30
Interim Target end 2014	<ul style="list-style-type: none"> • # Industry projects = 169 • # Companies supported = 84 • # Innovation Vouchers = 32
Progress against 2014 target, commentary and data source	<ul style="list-style-type: none"> • # Industry projects = 241 • # Companies supported = 210 • # Innovation Vouchers = 43 <p>Exceeded all targets In summary, during 2014, AIT undertook 241 industry projects with 210 companies across various industrial sectors, including the completion of 43 innovation vouchers</p> <p>Various data sources</p>
Interim Target End 2015	<ul style="list-style-type: none"> # Industry projects = 171 # Companies = 86 # Innovation Vouchers = 33

Final target end 2016	# Industry projects = 174 # Companies = 88 # Innovation Vouchers = 34
Summary	Targets exceeded for end 2014. Data source from funding bodies and Finance department of AIT

6. Enhanced internationalisation

Institution Objective	<p>Extend the internationalisation of the campus,</p> <p>June 2015</p> <p>AIT Strategic Plan 2014-2018 designated Pillar 6 as the Enhanced Internationalisation Pillar. The key Strategic Goal of this Pillar is “To be internationally focused in teaching, research and knowledge exchange”.</p>
Performance Indicator	The ambition is that international students should comprise 15% of full-time learners by the academic year commencing 2020.
Baseline	Currently international students represent some 11% of the student cohort.
Interim Target end 2014	To increase over the period of the compact to 12%. This to be achieved incrementally and is in line with system Objective 5.3 as contained in the HEA’s Higher Education System Performance Framework. No precise target has been finalised in respect of each year as yet, but an interim figure of 12% would not be unrealistic.
Progress against 2014 target, commentary and data source	<p>International students represent 12% of full-time student population during academic year 2014-15. The International Office continues to work to strengthen relationships in established markets, such as China, Malaysia and Brazil.</p> <p>During academic year 2014-15, AIT has 10 shared programmes approved by Ministry of Education (MoE) in China at undergraduate level.</p> <p>Lecturers from Schools of Business, Science and Engineering have completed teacher exchange to Erasmus partner universities. There is increased outward mobility of students from AIT during academic year 2014-15 in line with strategic objective.</p> <p>AIT has developed joint programmes (Bachelor of Software Engineering and Bachelor of Mechanical Engineering) with East China University of Technology (ECUT), Nanchang.</p>
Interim Target End 2015	While figures for succeeding years are defined in the AIT Strategic Plan as an end achievement figure in 2018, it is anticipated that the proportion will increase incrementally. A target of 12.5% for 2015.
Final target end 2016	A target of 15% for end 2018 as set in AIT Strategic Plan 2014 - 2018
Summary	<p>12% of full time students registered on 1 March are international students</p> <p>380 students registered in ECUT in China undertaking AIT programmes (not included in reported student figures)</p> <p>Data source: SRS March returns</p>

6. Enhanced internationalisation (contd...)

Institution Objective	<p>Further internationalise the curriculum of AIT programmes, particularly in the Business School</p> <p>June 2015 AIT Strategic Plan, Pillar 6, Enhanced Internationalisation, aims to provide learners, where appropriate, with the opportunity to gain international experience through placements, study or training periods abroad (Strategic Actions to deliver goal 5.6.2.6). This strategic action will be rolled out across all faculties (Business, Engineering and Science) contributing to the internationalisation of programmes in all three disciplines.</p>
Performance Indicator	This has to be determined in the context of the current strategic review.
Baseline	Currently there is one full-time dedicated international programme.
Interim Target end 2014	Initiate a student international scholarship scheme to encourage outward mobility.
Progress against 2014 target, commentary and data source	<p>The Bachelor of Business (Honours) (ab-initio) degree has introduced placement opportunity for students during the second semester of Year 3 of this programme.</p> <p>The Bachelor of Arts (Honours) in Accounting introduced a sandwich placement year whereby students can undertake a practical training period for one year prior to the final year of the Bachelor degree.</p> <p>Arrangements are put in place to offer clinical placement opportunities in the USA to athletic rehabilitation therapy students.</p>
Interim Target End 2015	<p>Develop a cultural awareness module for staff and students.</p> <p>Offer specific English classes to Brazilian students</p> <p>Offer optional credits for English language modules</p>
Final target end 2016	A target of 80 students undertaking an international placement, study or training abroad programme by 2016 has been set in AIT Strategic Plan 2014-2018.
Summary	On target. Data source from Programmatic Review 2015 and SRS data returns.

6. Enhanced internationalisation (contd...)

Institution Objective	Develop mobile technologies to communicate with international students.
Performance Indicator	Greater ease of access and through a variety of media for international students. This is currently under active consideration.
Baseline	There is currently a usage of social media tools, the intention is to develop this further with the use of a more flexible mobile platform.
Interim Target end 2014	Have in place the facility mentioned above with increasing usage. The targets for this and subsequent years have yet to be determined.
Progress against 2014 target, commentary and data source	<p>AIT's Virtual Learning Environment (VLE) is accessible to all international students via any internet connection, anywhere in the world. AIT's student email application and student file storage application (Microsoft's OneDrive) is similarly available, via any internet connection.</p> <p>During Sept/Oct 2014 AIT rolled-out a SMS texting service which enabled the International Office staff to communicate SMS messages to international students, thereby enhancing their communications ability.</p>
Interim Target End 2015	<p>Subject to the availability of appropriate funding, redesign AIT website to:</p> <ul style="list-style-type: none"> • Ensure website design optimisation for multi-platform mobile devices • Include the availability of multi-language options of key web pages for priority international student markets e.g. Brazil and China.
Final target end 2016	Continue to develop mobile technology in line with ICT developments and budgetary flexibility.
Summary	On target. Data source: ICT department and international office at AIT

7. Institutional consolidation

Institution Objective	<p>To put in place the foundations for enhanced collaboration with partners within the MEND cluster.</p> <p>June 2015 Strategic Plan Pillar 5, Inter-Institutional Collaboration, which is considered key to the attainment of AIT's strategic goal to become a technological university, describes Key Strategic Action (5.5.2.1) which is to establish a framework for the development of meaningful working collaborations with partners.</p>
Performance Indicator	<ul style="list-style-type: none"> • A scoping study that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer, and progression. • A study of the student records and administrative systems • A scoping and feasibility study for a system to allow for seamless transfer of student information and records. This will be a phased project which eventually may extend to AIT.
Baseline	By the nature of the exercise, it is difficult to establish a baseline in this regard. The cluster, although it has various pockets of valuable collaboration, is effectively starting from scratch.
Interim Target end 2014	<p>A detailed report of the coherence of provision across the partners with concrete proposals for collaborative provision, coordinated access, transfer and progression, and an overall enrolment plan for the region.</p> <p>As these targets reflect the ambition within the cluster as a whole and as they are contingent on winning support and resource, the timings are indicative and indeed the sequence may well change. This caveat applies to all the objectives within this section.</p>
Progress against 2014 target, commentary and data source	<p>The cluster steering group, comprising the presidents and vice-presidents of the four constituent colleges, reported to the HEA in January 2014 on developments under the objective above for the MEND region.</p> <p>The recent event in DkIT, mentioned above in response to updates on earlier objectives, closed off the first stage of putting in place the foundations for enhanced collaboration. The general sense is that the cluster has delivered upon the objectives it was set in this respect.</p>
Interim Target End 2015	Protocols for joint degrees and joint registration
Final target end 2016	An implementation plan for sharing and transfer of student information across the cluster.
Summary	On target. Objective reported to HEA.

7. Institutional consolidation (contd...)

Institution Objective	To build a collaborative platform for digital learning June 2015 AIT Strategic Plan Pillar 5 Inter-Institutional Collaboration has identified Leading Action Project No. 5.5.4.3 to develop a collaborative partner rubric which will leverage technologies and facilitate closer cooperation and collaboration.
Performance Indicator	We will create a network of expertise in digital pedagogy, which is the key enabler in capitalising on the affordances of digital technologies.
Baseline	As performance indicator
Interim Target end 2014	A network of experts in digital pedagogy, and in digital content development and presentation within and across the partner institutions.
Progress against 2014 target, commentary and data source	This objective is being actively explored as part of the HEA Strategic Innovation & Development Fund Initiative with our cluster partners.
Interim Target End 2015	A common technological platform to capture and stream lecture theatre activities in two lecture theatres in AIT as part of a wider initiative to extend capacity in this area throughout the cluster.
Final target end 2016	A set of 'learning analytics dashboards' that will systematically underpin a process of continuous improvement of the curriculum.
Summary	On target. Data source: from MEND activity

7. Institutional consolidation (contd...)

Institution Objective	<p>Increased collaboration with further education to enhance coherence, access, transfer, and progression.</p> <p>June 2015 Inter-Institutional Collaboration Pillar 5 also identifies Leading Action Project No. 5.5.4.5 to identify a forum and build a regional discourse on educational matters which in turn will provide advice and opinion to AIT on strategic development in education for the region.</p>
Performance Indicator	<p>Conduct a scoping exercise which identifies and brings together the cluster's regional FE stakeholders and examines existing instruments and mechanisms for access, transfer and progression (ATP) from FE to HE at programme and institutional level.</p>
Baseline	<p>As above, there are some platforms in place and AIT has a strong and successful series of relationships with local ETBs and FE colleges. The proposal here is to embed these within the Cluster and to join them with parallel initiatives established by our partners.</p>
Interim Target end 2014	<p>A coherent mapping of provision of HE and FE provision across the region which will be supported by an online data portal.</p>
Progress against 2014 target, commentary and data source	<p>See the response given in respect of the general point concerning access, transfer, and progression.</p>
Interim Target End 2015	<p>A formal network of FE and HE providers within the region specifically established for the purpose of collaboration on improving access, transfer and progression opportunities across the region.</p>
Final target end 2016	<p>A bridging or foundation programme developed and ready to be offered with a number of FE providers and which is recognised by all HE providers in the region.</p>
Summary	<p>On target. Mapping work completed.</p>

I hereby submit to the HEA the Self-Evaluation report for Strategic Dialogue Cycle 2.

Signed:  Date: 

Professor Ciarán Ó Catháin
Institute President

18th June 2015

Appendix I

Institutional Profile: Athlone Institute of Technology
Profile 2016/17

STUDENT NUMBERS

Entrants					Graduates					
New Entrants (First Year Full-time Undergraduate)					No. 1,288	Undergraduate Graduates			No. 1,836	% 90%
					Postgraduate Graduates			212	10%	
Enrolments										

INTERNATIONALISATION

International Students (Full-time)* (% of Full-time Enrolments)	No.	%		No.
EU	244	5%	Erasmus Students Outgoing (excl. work placements)	10
Non-EU	40	1%	Erasmus Students Incoming (excl. work placements)	134
	204	5%	Other Exchange Students	94
International Students (Part-time)* (% of Part-time Enrolments)	No.	%		
EU	35	5%		
Non-EU	5	1%		
	30	4%		

* Note: international enrolments *exclude* exchange students

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year

	Level 6	Level 7	Level 8		Level 6	Level 7	Level 8
	%	%	%		%	%	%
Education				Engineering (excl. Civil)	24%	37%	
Healthcare	10%		12%	Construction & related	44%	44%	
Combined & Other Disciplines				Services	27%	26%	12%
Soc. Sci., Business, Law, Arts, Humanities	30%	8%	19%	Computer Science	45%	25%	24%
Science & Agriculture & Veterinary	37%	23%	18%	Total	24%	28%	16%

RESEARCH AND KNOWLEDGE TRANSFER

No. of Doctorate Graduates per 10 Academic Staff	No.		No.
	0.2		3
	No.		1
Priority Patent Applications	2	Licence agreements (institution - private industry)	
Total Patents Granted	0	Spin-out companies created	
Invention Disclosures	4		

STAFF

	No.	%
Core Staff	429	100%
Academic Staff	251	59%
Support staff	178	41%
Contract Research & Specialist Staff	81	100%
Academic Staff	22	27%
Support staff	59	73%
Total Staff	510	100%
Total Academic	273	54%
Total Support	237	46%

FINANCIAL DATA

	€ 000	%
Total Income	48,366	100%
State Grants	16,862	35%
Fees	17,248	36%
Exchequer	8,500	18%
Non-Exchequer	8,748	18%
Research Grants & Contracts	4,060	8%
Other Income	10,196	21%
Total Expenditure	46,503	100%
Core - Pay	30,024	65%
Core - Non-Pay	12,499	27%
Research Grants & Contracts - Pay	3,017	6%
Research Grants & Contracts - Non-Pay	963	2%

Appendix II

SIDF Project

Managing and Implementing Joint Academic Programmes in the MEND Cluster



The First Task

When a group of academics seek to initiate a new programme where more than one institution is contributing certain practical difficulties arise.

Multiple Institutions = multiple Academic Councils
 multiple programme approval processes
 multiple sets of Marks and Standards
 multiple sets of regulations governing appeals , disciplinary codes, etc

TASK 1: To devise a framework within which academics across the MEND can design and deliver academic programmes and modules



Output I

Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster

The Protocol addresses each of the following elements:

- Initiation, Approval and Governance of Academic Programmes
- Management of programmes: (admissions, registration, and delivery of the programme, record keeping, etc.)
- Provision of Student Support Services
- Student Disciplinary Codes
- Examination, Assessment and Academic Awards
- Student Appeals and Complaints
- Quality Assurance Arrangements
- Sharing of modules between institutions



The Second Task

When a joint programme is delivered across multiple institutions, the sharing of student data very challenging.

- Student Record Systems: MU and DCU – use Integrated Tertiary Software (ITS)
AIT and DKIT use Banner
- The direct transfer of data from one system to the other is not currently possible **even where the institutions involved use the same record system.**
- DCU and MU already have a small number of joint Master's programmes where data is currently shared manually.

TASK 2: To explore how sharing of student data could be possible across the institutions, concentrating on the DCU/MU system in the first instance as there are already joint programme operating between these institutions.



Output II

Student Data Exchange for Joint Academic Programmes

- A complete mapping of data fields on the DCU and MU Student Record System
- A partial mapping of the relevant fields on the AIT and DkIT Student Record Systems
- A baseline for further work that could allow complete interoperability between DCU and MU student record systems
- Identification of a simpler process for maintaining a joint academic record based on a single 'master record' rather than one held by all participating institutions.



Conclusion

The two reports on our work are available in all 4 institutions:

Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster

Student Data Exchange for Joint Academic Programmes



MEND CLUSTER SIDF PROJECT

Enrolment Planning in MEND Cluster

Jim Walsh, Maynooth University

Launch of Outputs from MEND SIDF PROJECT

27th May 2015 Dundalk Institute of Technology



Review of Enrolment Patterns

Working Group:

Kimmitt Sayers (DkIT), Jim Dowling (DCU),
Joe Ryan, Eoin Langan & Norrie O'Callaghan (all AIT),
John McGinnity & Jim Walsh (MU)

Tasks:

- Prepare a baseline review of enrolment patterns,
- Review range of programmes provided and levels of demand
- Review progress towards 2016/17 targets for the cluster as a whole
- Assess longer term future demand



Review of Enrolment Patterns

Enrolment profile 2013/14:

- Total enrolment at all levels: 34,240 = one-sixth of total for all HEIs
- UG: 82.5% of total – of which 62% at level 8
- PG: 17.5% of total – 13% are PGT

Very strong growth in demand:

- 2013/14: 17% of all CAO first preferences
- 29% share of increase in total first preferences since 2006
- Shift towards L8 degrees but first preferences for L7 also increased while L6 preferences declined since 2010



Review of Enrolment Patterns

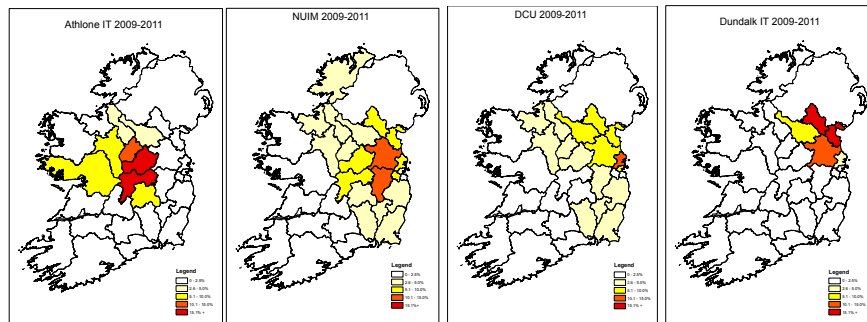
Regional cluster with distinctive institutional hinterlands

- Dublin, Kildare, Meath & Louth: 65% of students enrolled in DCU and MU
- Some geographical overlap in a very competitive Dublin context
- Hinterland of each Institute more local and distinctive serving Northeast and Midlands & West
- Many students attend HEIs outside the region



Institutional Catchments

Dublin Leinster II



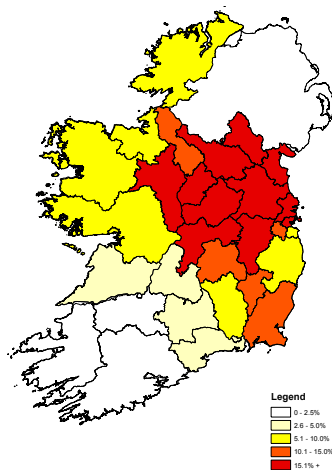
DUNDALK
INSTITUTE OF TECHNOLOGY

DCU

Maynooth
University
National University
of Ireland Maynooth

AiT
Institiúid Teicneolaíochta
Athlone Institute
of Technology

Cluster Catchment



DUNDALK
INSTITUTE OF TECHNOLOGY

DCU

Maynooth
University
National University
of Ireland Maynooth

AiT
Institiúid Teicneolaíochta
Athlone Institute
of Technology

Review of Enrolment Patterns

Commonalities and Complementarities

- Both Universities very strong on Social Sciences, Business & Law and Science, Maths & Computing (56% of total enrolments in DCU and 52% in MU)

But

- Humanities & Arts very strong in MU: 40% of total enrolments
- Health & Welfare (18%) and H&A (14%) strong in DCU



Review of Enrolment Patterns

Commonalities and Complementarities

- H&W, B&L and Soc Sc also very strong in both AIT and DkIT (68% and 65%)

but

- Science, Maths & Computing: 28% in DkIT vs 10% in AIT, and
- Humanities & Arts: 12% in AIT vs 4% in DkIT

Similar patterns at levels 6 and 7

Overall, strong commitment to NFQ levels 6 – 10 by Cluster HEIs



Review of Programmes/ Courses

Extensive range of programmes / courses with different entry requirements catering for diverse range of students,

- Sept 2014: 6,785 students enrolled in 159 progs at L8 and a further 1,576 in 50 progs / courses at levels 6 & 7
- High level of stability in provision – 70% of 2014 programmes were available in 2008/09
- Significant innovation in response to changes in demand – 41 new programmes and 13 discontinued since 2008/09



Review of Programmes/ Courses

- Small number of large omnibus entry routes (5) and majority (60%) with enrolments < 30 and a further 21% with 30-50 students
- Number of entry routes likely to contract
- Already students have extensive range of progression pathways
- 2012/13 there were 421 UG programmes with in many cases strong interdependencies through shared modules



Review of Programmes/ Courses

Review of demand for programmes at Levels 6, 7 and 8

- 72% of programmes have no difficulty filling places and there is no evidence of excess capacity
- 23% of programmes are of strategic importance to their providers as sources of differentiation or meeting local demand – tend to specify minimum entry requirements
- Only 7 programmes with small enrolments that are not in either of above – discussions underway on how to possibly morph these programmes with others within or between HEIs



Future demand patterns

Short term to 2016/17 – HEA Compacts:

- **New Entrants:** in aggregate an increase of 18% (1,263) projected at L8, with 68% of the total in the two universities
- However, between 2011/12 and 2013/14 the two univs achieved 63% of their projected increase in contrast to declines in the Institutes (mostly in SS B&L and Eng/ Cons.)
- In Univs shift away from Humanities & Arts in contrast to H&A gains in the Institutes



Future demand patterns

Short term to 2016/17 – HEA Compacts:

Total Enrolments:

- Between 2011/12 – 2013/14 total enrolments in cluster increased by 5.7% (1,851),
- **Full-time enrolments** in the Cluster increased by 7.1% compared to 3.8% in the entire HE sector – 30% of the total increase in FT was in the Cluster HEIs, mostly in the universities and at UG level



Future demand patterns

Short term to 2016/17 – HEA Compacts:

Total Enrolments:

- **Part-time enrolments** in cluster HEIs declined by 15% in contrast to increase of 5% in sector as a whole
- Decline of 24% in PT among the two Universities in contrast to gain of 6% in the two Institutes



Future demand patterns

Short term to 2016/17 – HEA Compacts:

- Significant changes occurring in the demand landscapes for FT and PT students in the Cluster and more widely
- Cluster enrolment targets were more ambitious than those of the HE sector as whole
- Short-term targets for 2016/17 need to be revised to take account of shifts across levels, between ISCED categories and between FT & PT enrolments



Future demand patterns

Longer Term projections

- DES (2014) projection of increase of 12,358 in new entrants by 2028
- If cluster share increases from 18.2% to 20.0% the combined no. of new entrants could increase by between 2,570 and 3,580 (171-239 p.a.)
- DES (2014) projection of c.46,500 additional FT UGs by 2028
- No change in cluster share implies increase of 7,720
- Increase of 0.05% p.a. in share implies additional 8,100 (29%) by 2028



Conclusions: Academic & Enrolment Planning

- Collectively the Cluster HEIs are a significant component of the national HE system
- Strong evidence of commonalities and complementarities responding to demands expressed via student choices and particular local needs
- Very limited gains achievable through any rationalisation of current provision, but
- Opportunity to plan for coherent rational responses to anticipated further increases in demand over the longer term.



Review of Enrolment Patterns

Thank you for listening



SIDF Project

Access Transfer and Progression



Network Partners

- Athlone Institute of Technology
- Dublin City University
- Dundalk Institute of Technology
- Maynooth University
- Cavan & Monaghan Education and Training Board
- City of Dublin Education and Training Board
- Dublin and Dun Laoghaire Education and Training Board
- Galway & Roscommon Education and Training Board
- Kildare & Wicklow Education and Training Board
- Laois & Offaly Education and Training Board
- Longford & Westmeath Education and Training Board
- Louth & Meath Education and Training Board



Network Objectives

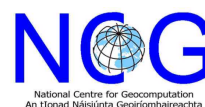
- To collaborate on enhancing transparent visible Access, Transfer and Progression (ATP) pathways and progression opportunities across the region.
- To identify where resources and good practice could be shared and to explore thematic collaborations.
- To identify barriers to access, transfer and progression and propose appropriate and feasible solutions.
- To create greater awareness of opportunities for students who are in the Further Education Sector to progress to Higher Education.
- To foster and support research on access, transfer and progression across the sector to inform policy.
- To provide opportunities/fora to share and disseminate information relevant to staff and students.
- To pursue funding opportunities/resources to further the objectives of the Network.
- To collaborate with wider stakeholder groups to further the above objectives.



Mapping Pathways to Higher Education

DkIT Presentation

Justin Gleeson
26th May 2015



- Initial project meeting in September 2014
 - Idea to develop a new mapping interface to improve access to higher education in Ireland
 - Case study for 4 HEI cluster
 - MU, DCU, AIT, DkIT
- Development of portal that would answer a number of questions
 1. What can I do with my Further Education qualification?
 2. What are the access routes to HE in MU, DCU, AIT, DkIT?
 1. Leaving Cert
 2. Mature Student
 3. Further Education
- Data
 - Admissions data from 4 HEIs
 - Data made available from QQI



1. Development of listing of all Cluster HEI courses

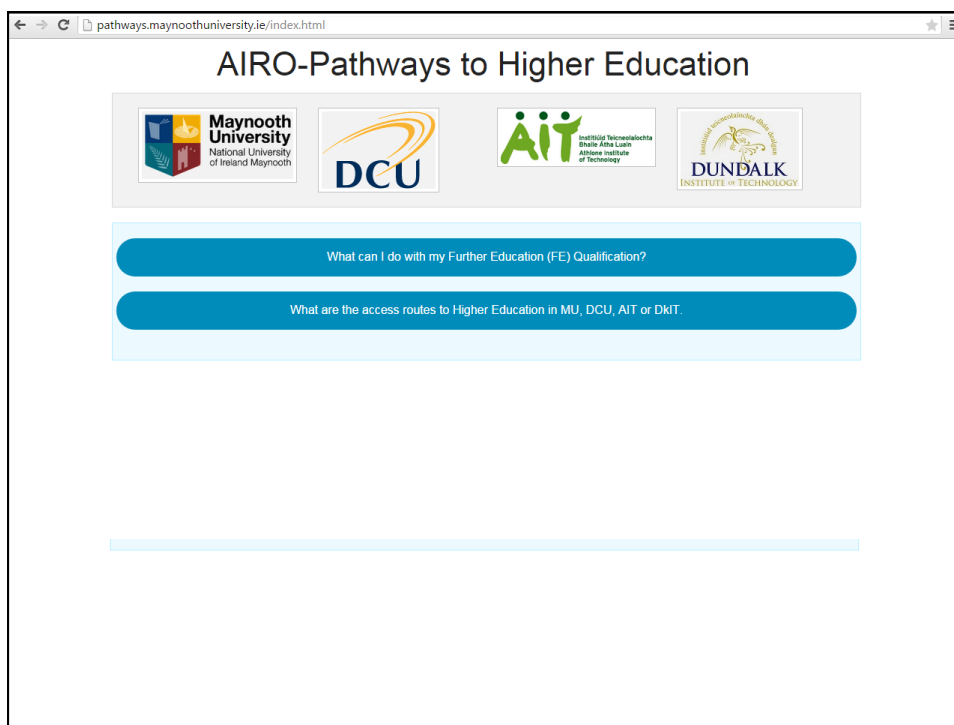
- Re-categorisation into ISCED codes
- Web-link with applicant details on each course
- Associated FE Codes
 - MH801 (5 relevant FE awards)
 - DK711 (any FE relevant)

ISCEDCode	
Education	
Arts and Humanities	
Social Sciences, Journalism and Information	
Business, Administration and Law	
Natural Science, Mathematics and Statistics	
Information and Communication Technologies	
Engineering, Manufacturing and Construction	
Agriculture, Forestry, Fisheries and Veterinary	
Health and Welfare	
Services	


2. Development of FE database of all course providers





- Number of meetings with QQI
- QQI Awards 2013 and 2012
- Awards Code, Centre Name and Provider Address (coordinates)
- Approx 500 locations geo-coded
- Still some data missing and requires on-going review process





- **User Testing at Maynooth Post Primary**
 - Well received by students
 - Some adjustments to over layout of site
 - Needs additional search criteria to include Qualifax detail
 - Portal for just 4 HEI is very limited
 - What about TCD, NUIG etc
- **Phase II**
 - Roll out for all HEIs
 - Re-design of website
 - Inclusion of additional search criteria
 - National database of all Course Locations and Operating Courses
 - Full time staff member(s) to work on this project
 - Data analytics as well as web development skill-set



Thanks

Questions?

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- e: justin.gleeson@nuim.ie
- twitter: airo_nuim

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Student Learning Supports



The principles

- Content
 - Skills which are critical to development in the discipline
 - Writing, Mathematical skills, Programming, Learning skills.
- Method
 - Guidance to approach the problem.
- Climate
 - Voluntary, peer group, supportive climate (not remedial).



Student Feedback

- *"The tutors don't just give you the answer to your problems. They firstly teach you the skills that you need to know, to fix the problem and then you do it yourself" – Programming*
- *'It is a great support in my studies and inspiring to know that the tutors themselves have been there and got through the work. It made me see problems in maths as a challenge and not a difficulty. Very friendly staff make you feel like you're not the only one to ask questions and really make sure you understand.'* - Maths



Logging System

COMPUTER SCIENCE
NATIONAL UNIVERSITY OF IRELAND MAYNOOTH

Home Courses Staff Industrial Placement Events Research Postgrads Timetables Internal Logout Staff Internal

You are here: Home > Overview of Visit Outcomes

Text Size: A A A Low Vision

Programming Support Centre

- Home
- Guidelines
- FAQ
- Tutor Guidelines

Overview of Visit Outcomes

[Edit Home](#)
[Home](#)
[Outstanding Issues](#)
[Overview of PSC](#)
[Registered Students](#)
[Registration Form](#)
[Charts](#)
[Logout](#)

Student Name	Reason of Visit	Outcome of Visit	Tutor Name	Duration of Visit	Return Visit	Date/Time of Sign Out
****	to learn more	while loops, if statement in while loops	DAVIS	40	yes	22-10-2013 18:03:56
****	doing lab assignment	Helped with understanding concept of static variables	GALLAGHER	60	yes	30-04-2014 16:10:10
****	Revision	Discussed what objects are and how to use objects as parameters.	DOOTSON	60	yes	30-04-2014 16:45:11
****	CS143 addressing registers and the main memory, addition using registers.	Memory addressing lab from 1st semester	NOLAN	60	yes	06-05-2014 13:57:36
****	need additional help	helped with general cs142	LOCKWOOD	30	yes	06-05-2014 17:56:08



Outcomes (some examples)

- Increased capacity
 - More time, tutor-hours
- Sharing ideas and resources:
 - Localizing, rather than inventing
- Examples:
 - Shared on-line resources for writing.
 - Needs analysis for Writing in the Disciplines.
 - Common diagnostic tests and similar follow-up online supports across institutions (Maths)



Appendix III



Irish Survey of Student Engagement (ISSE) Results 2014



National Survey – Local Impact

Summary

- Based on international best practice
- First national student survey in Ireland
- First system wide survey of its kind in Europe
- 2014 is the 1st year of a full roll, YI, YF, PGT
- Results for AIT are excellent
- Highest response rate of any HEI
- Provides rich data source that can inform self-assessment (PR & IR) and QA enhancements
- Provides both Quantitative and Qualitative data

ISSE: Why does it exist?

- ❑ To develop a valuable information source on students' experiences of higher education
- ❑ To close the feedback loop
- ❑ To add value at institutional level
- ❑ To inform national dialogue and policy
- ❑ Recommendation of National Strategy for Higher Education to 2030



2 Higher education institutions should put in place systems to capture feedback from students, and use this feedback to inform institutional and programme management, as well as national policy.

- A national student survey system should be put in place and the results published.
- Every higher education institution should put in place a comprehensive anonymous student feedback system, coupled with structures to ensure that action is taken promptly in response to student concerns.



Key Facts

- 1,440 AIT Students (41.6% response rate)
- Nationally 19,844 (15.6%) respondents
- Overall satisfaction AIT is 67.9 versus 65.8 nationally
- Summary of respondents



Key Facts

- 1,440 AIT Students (41.6% response rate)
- Nationally 19,844 (15.6%) respondents
- Overall satisfaction AIT is 67.9 versus 65.8 nationally
- Summary of respondents

First Year	603	42%
Final Year	760	53%
Taught PG	77	5%
Business	499, (167,297,35)	35%
Engineering	318, (145,140,33)	22%
Science	620, (289,322, 9)	43%
LLL	3	0%

	Athlone Institute of Technology			
	First Year	Final Year	PG Taught	All students
Population				
Survey Population	1,308	1,896	293	3,497
Respondents	603	760	77	1,440
Response Rate	46.1	40.1	26.3	41.2
Age (Number)				
23 Years and Under	426	381	17	824
24 years and over	177	379	60	616
Age (%)				
23 Years and Under	70.6	50.1	22.1	57.2
24 years and over	29.4	49.9	77.9	42.8
Sex (Number)				
Male	300	324	53	677
Female	303	436	24	763
Sex (%)				
Male	49.8	42.6	68.8	47.0
Female	50.2	57.4	31.2	53.0
Domicile (Number)				
Irish	562	730	74	1,366
Non-Irish	41	30	3	74
Domicile (%)				
Irish	93.2	96.1	96.1	94.9
Non-Irish	6.8	3.9	3.9	5.1



ISSE Structure

- Focus on Engagement Scales and Outcome Measures
- 11 sections 6 on Engagement & 5 on Outcomes
- Over 100 questions in total
- Engagement Indices
- Outcomes Indices



Engagement Indices

- ☐ **Academic Challenge**
- ☐ **Active Learning**
- ☐ **Student Staff Interactions**
- ☐ **Enriching Educational Experiences**
- ☐ **Supportive Learning Environment**
- ☐ **Work Integrated Learning**

Outcomes Indices

- ☐ **Higher Order Thinking**
- ☐ **General Learning Outcomes**
- ☐ **General Development Outcomes**
- ☐ **Career Readiness**
- ☐ **Overall Satisfaction**



Questions



Questions

Supportive Learning Environment

Definition: Students' feelings of support within the university community

- Relationships with other students
- Relationships with teaching staff
- Relationships with administrative personnel and services
- Providing support to succeed academically
- Helping cope with non-academic responsibilities
- Providing support to socialize

Work Integrated Learning

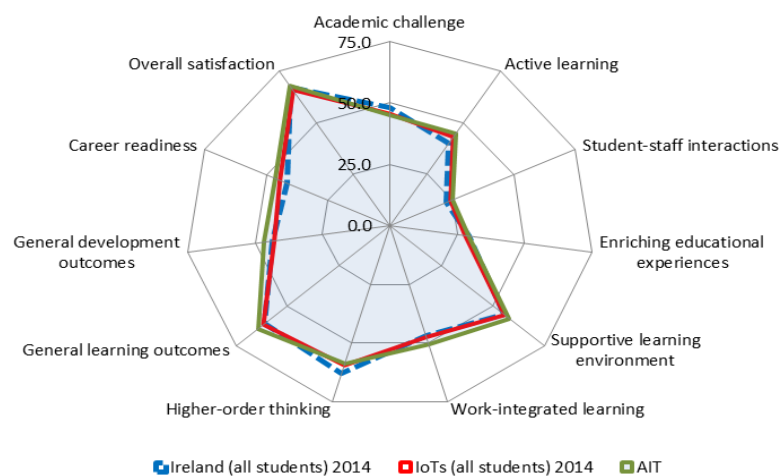
Definition: Integration of employment-focused work experiences into study
Items

- Blended academic learning with workplace experience
- Improved knowledge and skills that will contribute to employability
- Explored how to apply learning in the workforce
- Industry placement or work experience
- Acquiring job-related or work-related knowledge and skills



All AIT v IoTs v HEIs

Engagement and Outcome indices

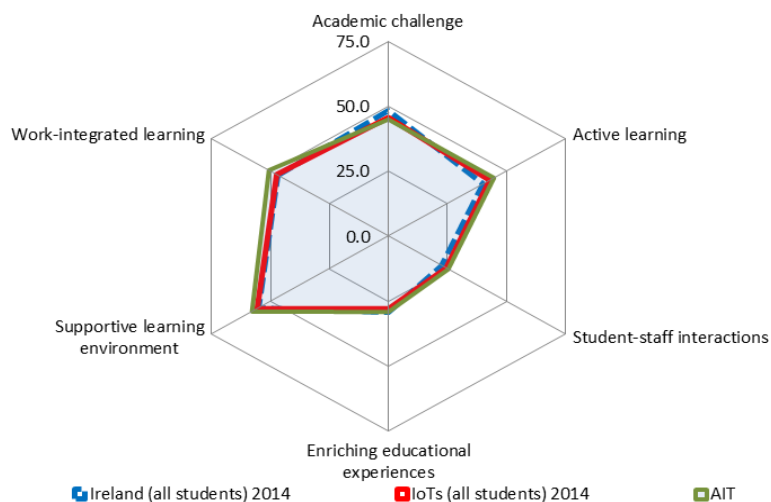




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Engagement AIT v IoTs v HEIs

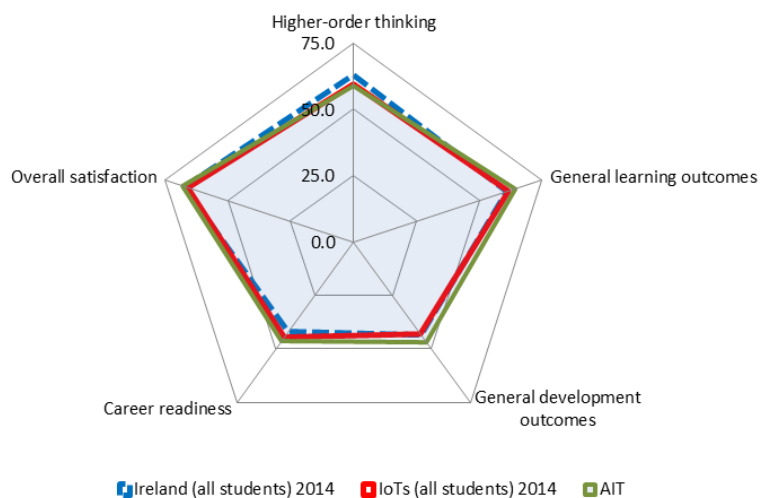
Engagement indices



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Outcomes AIT v IoTs v HEIs

Outcome indices

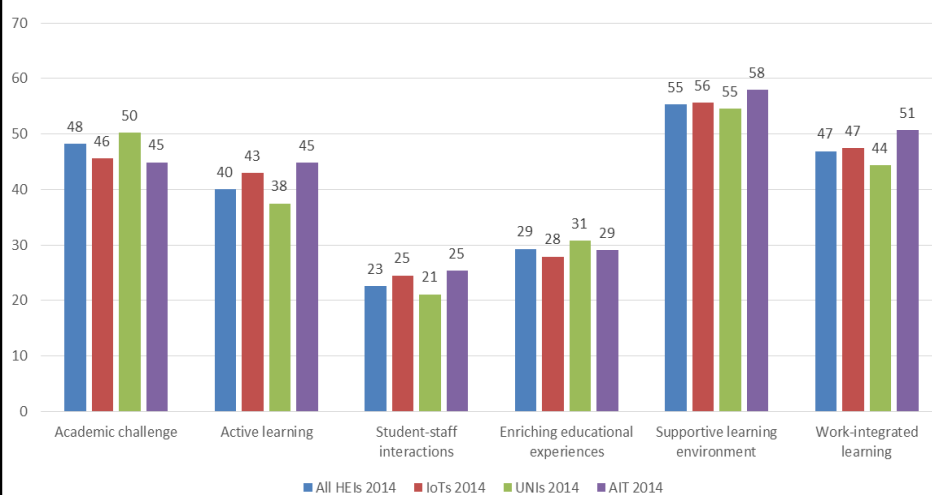




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Engagement AIT v IoTs v UNIs v HEIs

Student Engagement Indices 2014 - All Students

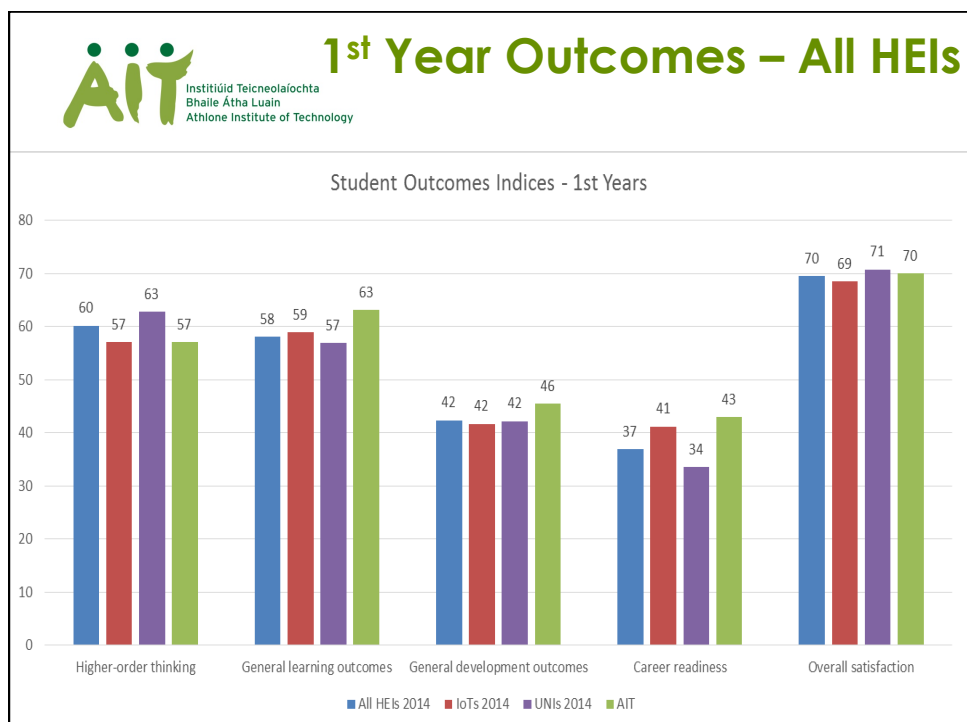
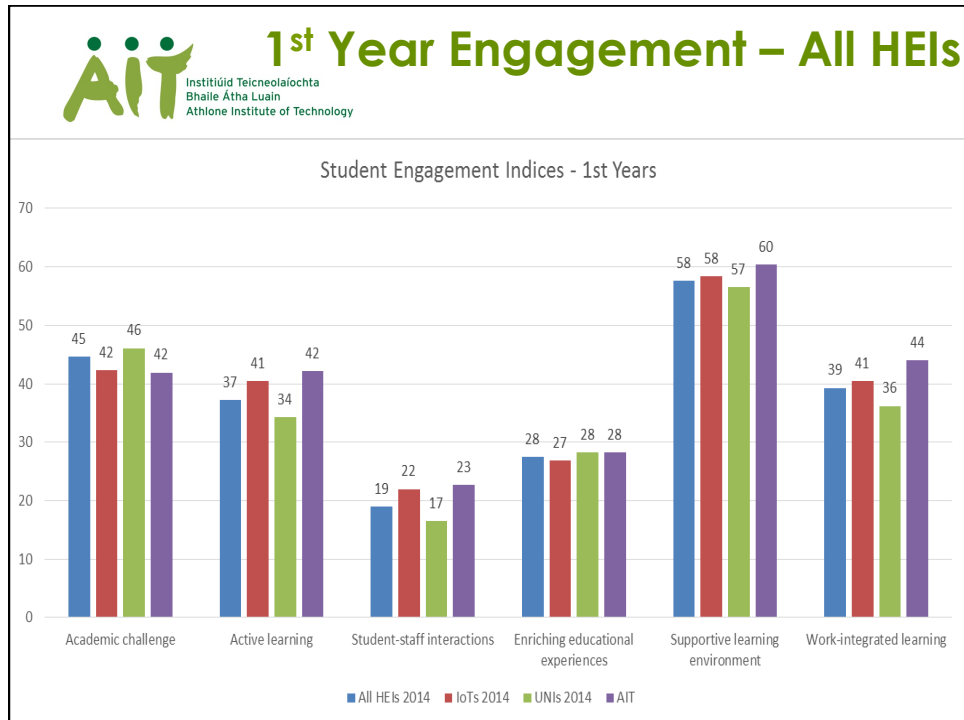


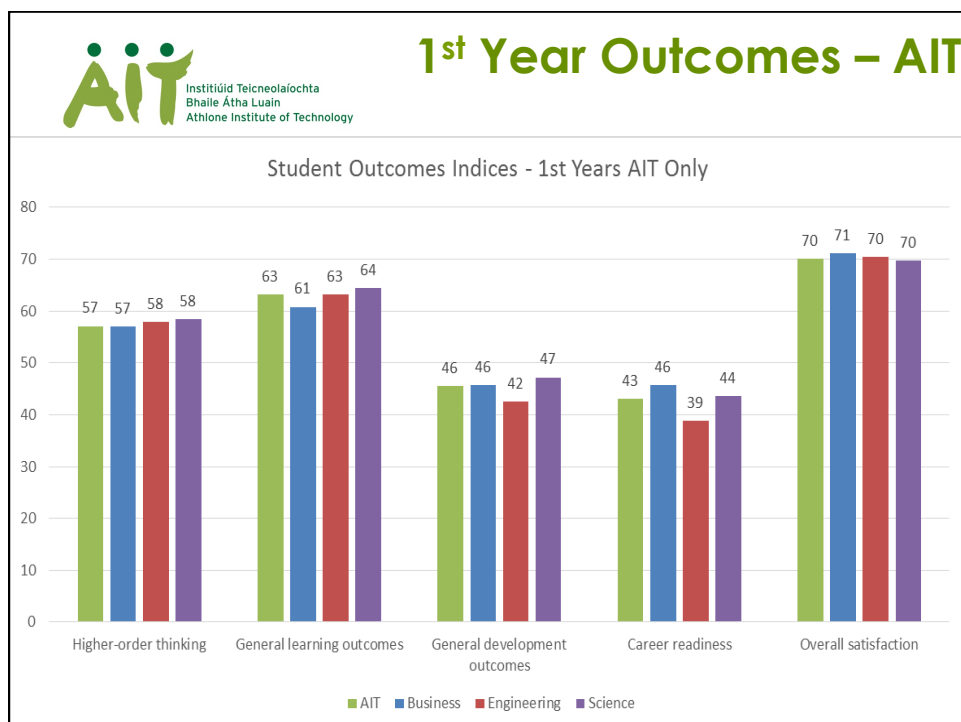
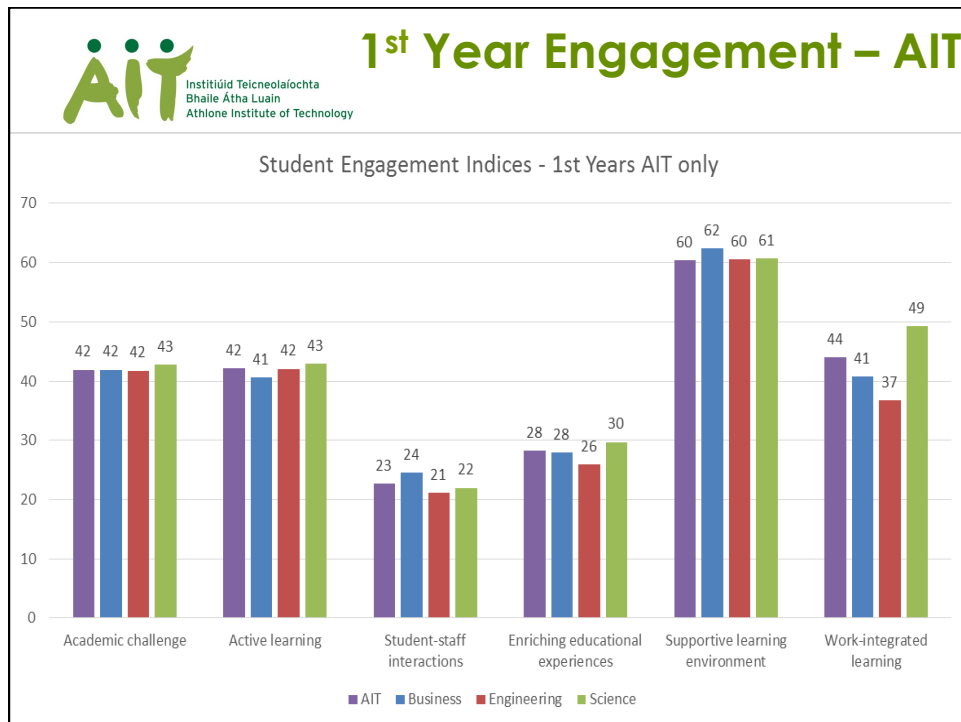
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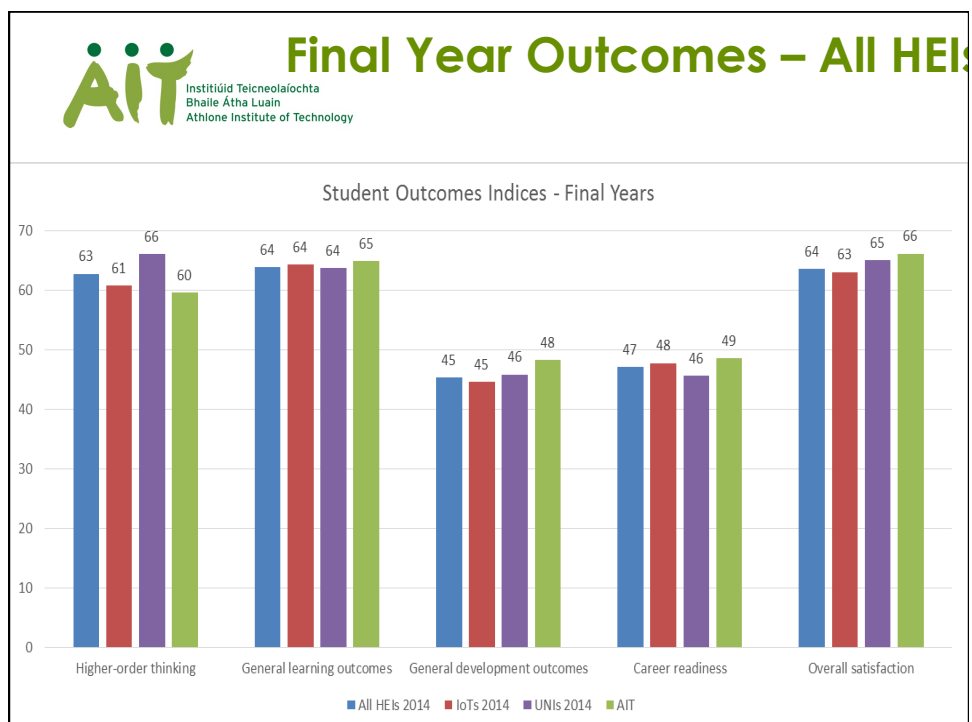
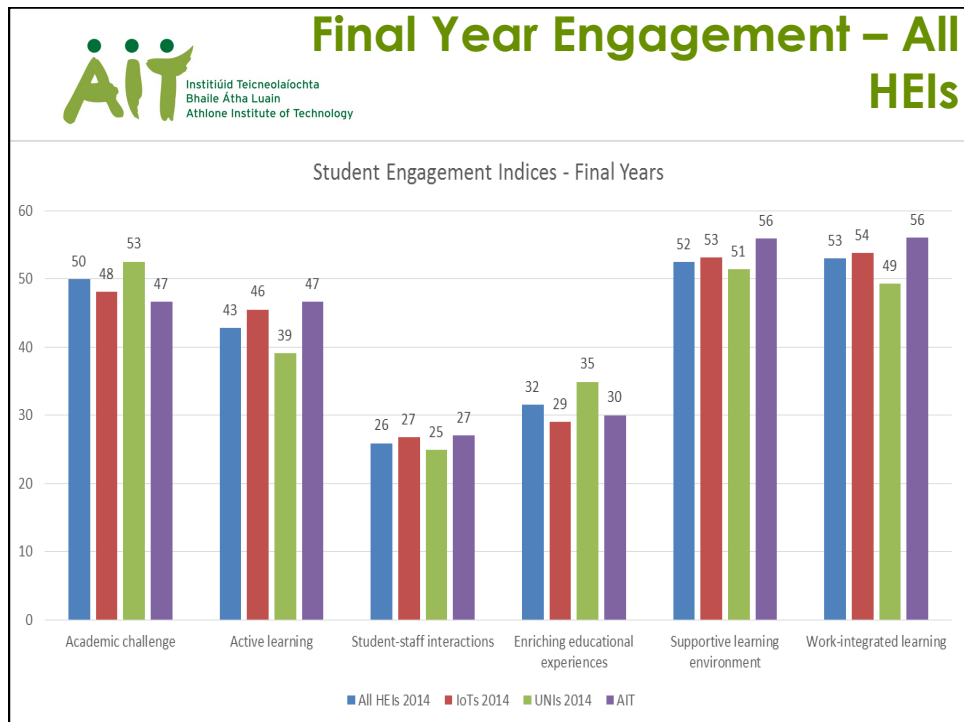
Outcomes AIT v IoTs v UNIs v HEIs

Student Outcomes Indices 2014 - All Students







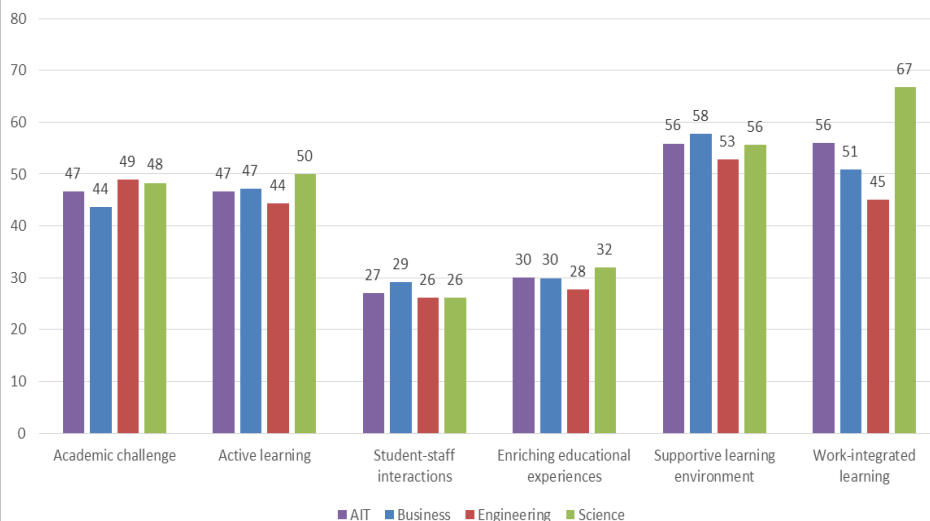




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Final Year Engagement – AIT

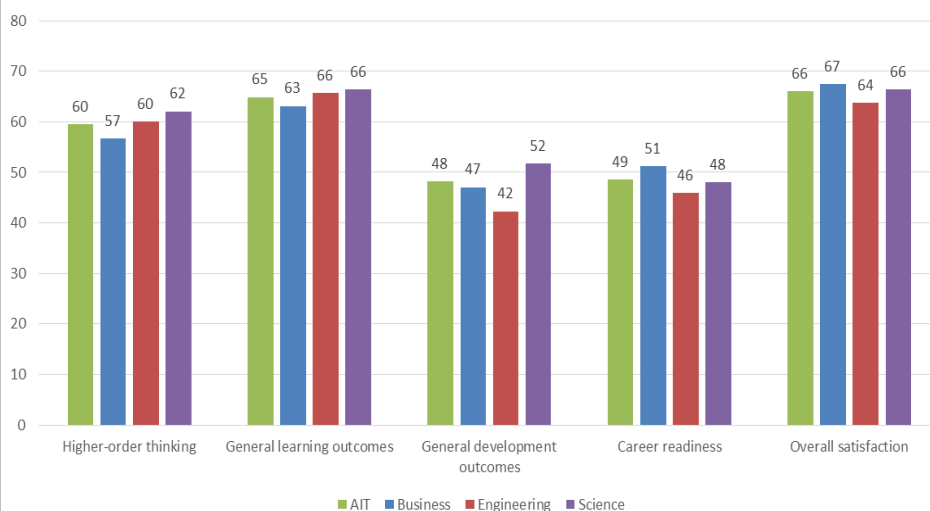
Student Engagement Indices - Final Years - AIT Only

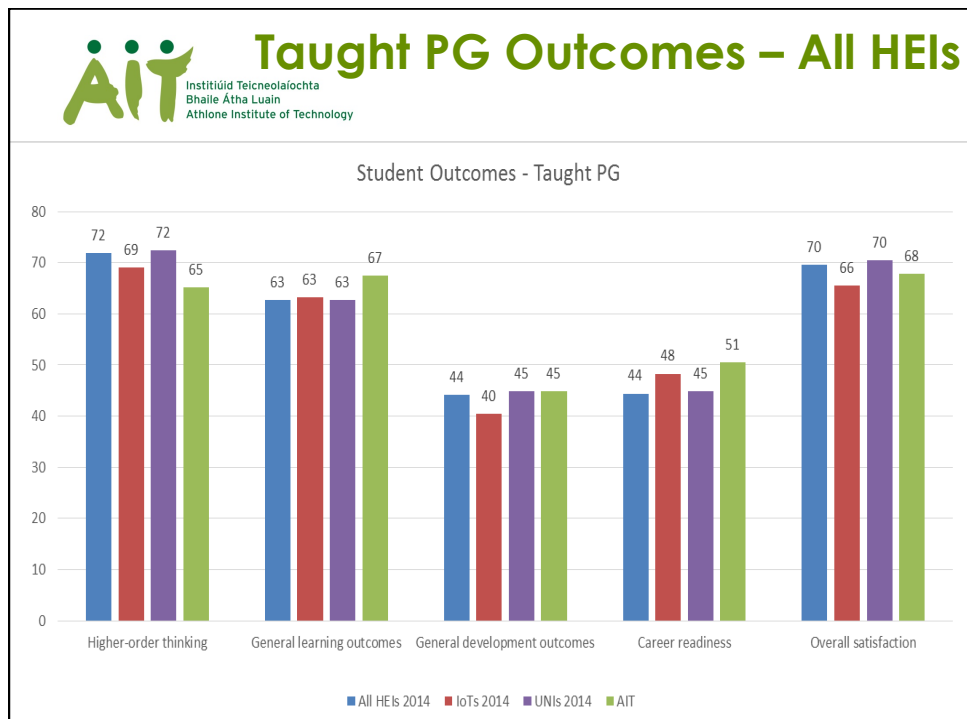
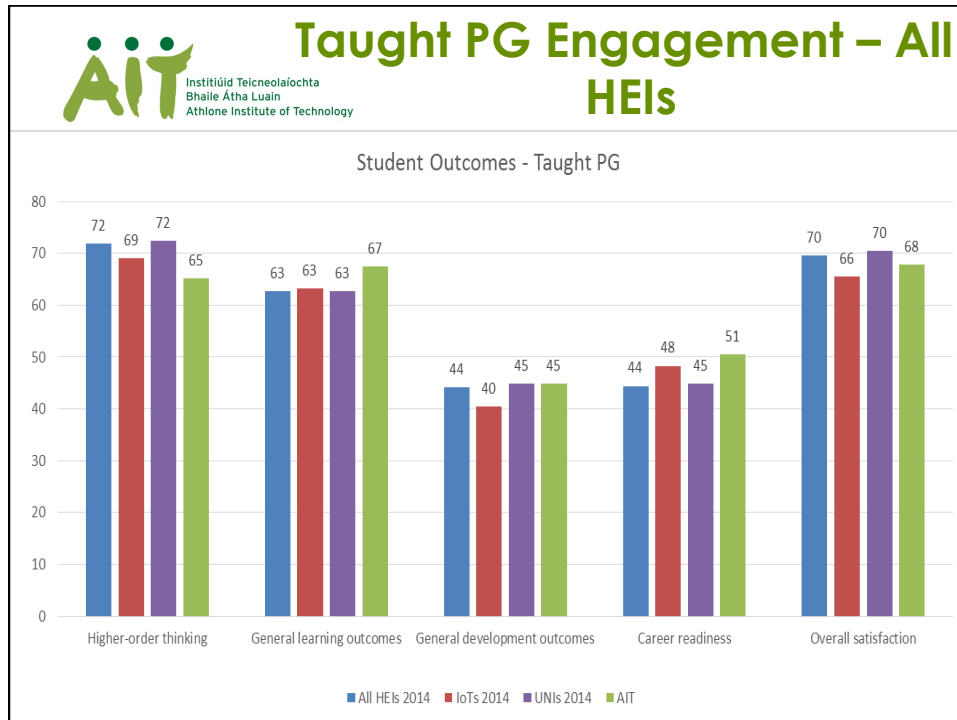


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Final Year Outcomes – AIT

Student Outcomes Indices - Final Years - AIT Only



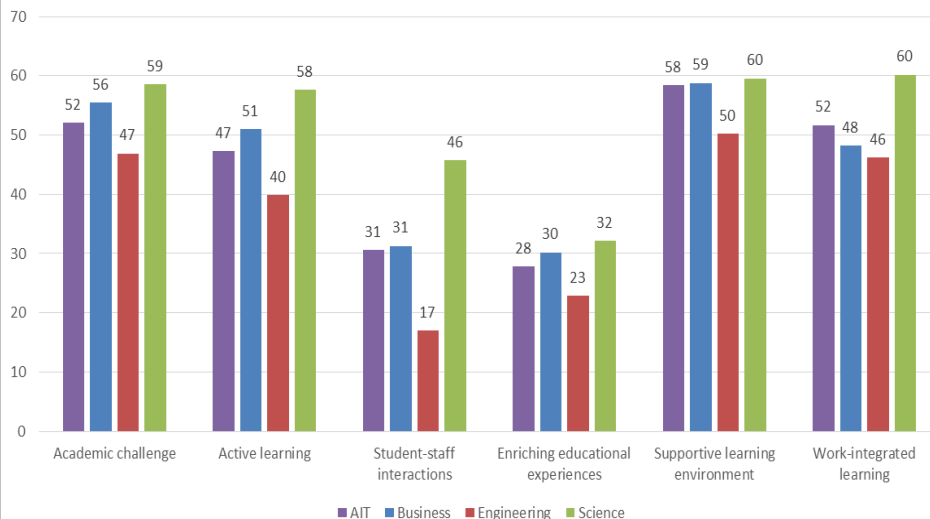




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Taught PG Engagement – AIT

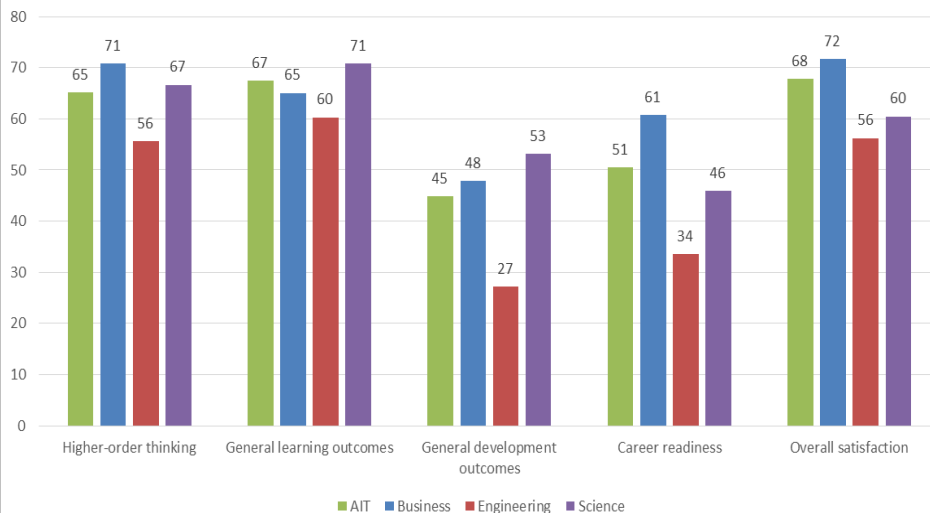
Student Engagement - Taught PG - AIT Only



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Taught PG Outcomes – AIT

Student Outcomes - Taught PG - AIT Only







AiT Institiúid Teicneolaíochta Bhaile Átha Luain Athlone Institute of Technology

Qualitative Data – Key Words

	Best Aspects	Areas for Improvement	Total
Lecturers	167	67	234
Moodle	78	26	104
Friendly	64	0	64
Small Class/Group/Lecturers	35	18	53
Assessment/Exams	16	18	34

 Extracts - Lecturers	
Best Aspect	Areas for Improvement
Lecturers engage with the students and help with the learning process.	The lecturers should be clearer about projects are due dates, should not be focused on students who are capable of doing the work and should try to be friendlier.
the lecturers are approachable friendly and very helpful. each lecturer tries to make each individual subject as interesting and appealing as possible. they make things interesting	More student and lecturer activities where we would get to know the lecturers more
All the lecturers are very encouraging and constantly making the students consider how much time they need to spend on self directed learning.	Lecturers could put up course work earlier or before the actual lecture.
The lecturers are very friendly and approachable, which I believe helps obtain the best results and experience in college.	I would like if the lecturers engaged with students more. They seem very distant at times, but that's not to say all lecturers are like that. Some lectures have been rude to students when they have a voiced in something that they feel is wrong and the students feel completely dismissed and embarrassed.

 Extracts – Assessment/Exams	
Best Aspect	Areas for Improvement
Assignments Group Work Continuous Assessment	Better feedback on assignments, project and exams
Practical elements and continuous assessment.	Try not to load on so many assignments/exams for the same week and try to space them out a little more
We are marked for continuous assessment which allows us to continuously engage with our class work and encourage us to keep working throughout the year rather than just prepare for one exam at the end of the year.	There should be a better breakdown of modules throughout each semester and have exams spread out evenly over the winter and summer and some modules should be year long and not semesterised
lecturers have a good style of how to teach subjects and how to progress students further in education I think the continuous assessments are a great way of keeping students up to date with their studies.	In my opinion the English course need be more organized and focus in IELTS exams.

Questions

Benchmarking



Benchmark Group 2
 Auckland University of Technology
 Lincoln University
 Massey University
 University of Canterbury
 University of Otago
 University of Waikato

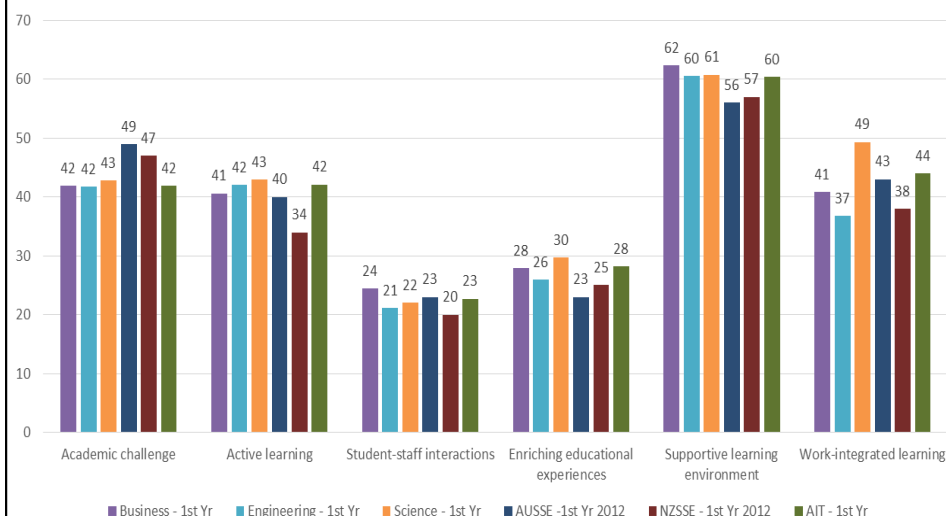
Group3 = AUSSE
Group 2 = NZSSE

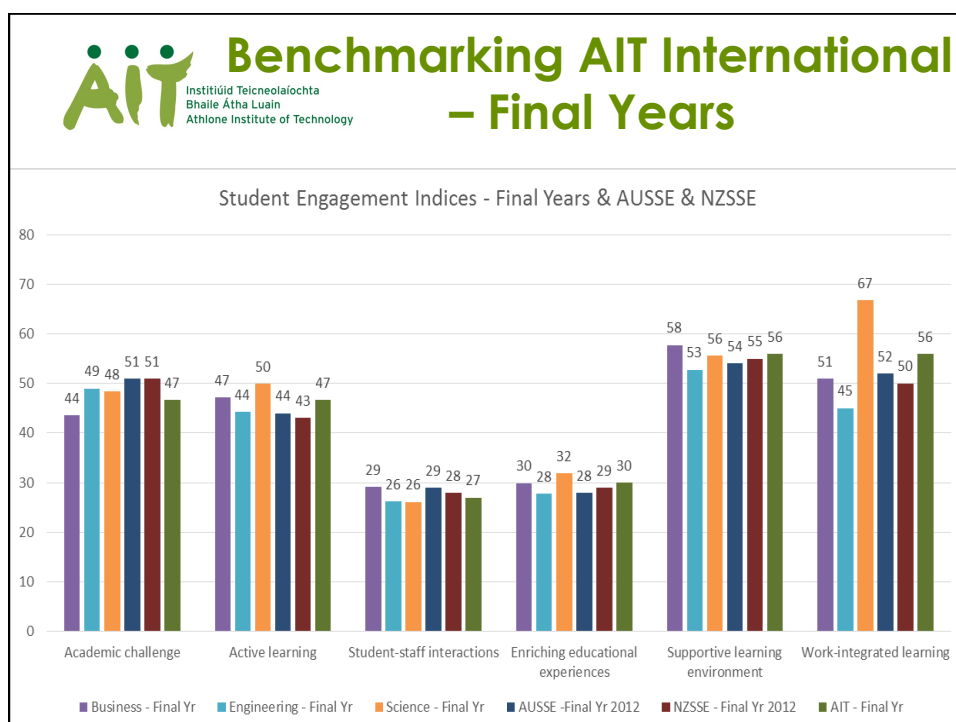
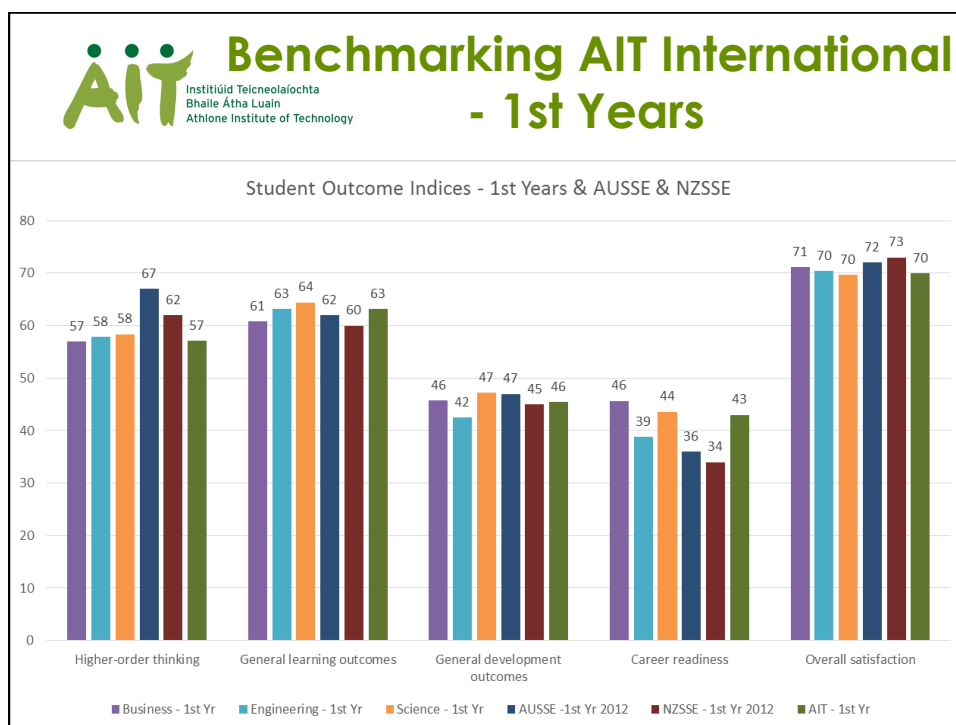
Benchmark Group 3
 Auckland University of Technology
 Bond University
 Charles Darwin University
 Charles Sturt University
 Flinders University
 Holmesglen Institute of TAFE
 James Cook University
 La Trobe University
 Lincoln University
 Macquarie University
 Massey University
 Northern Melbourne Institute of TAFE
 Polytechnic West
 Queensland University of Technology
 Southern Cross University
 Tabor Adelaide
 TAFESA
 University of Canterbury
 University of New England
 University of Notre Dame
 University of Otago
 University of Queensland
 University of Southern Queensland
 University of Tasmania
 University of Waikato
 University of Wollongong

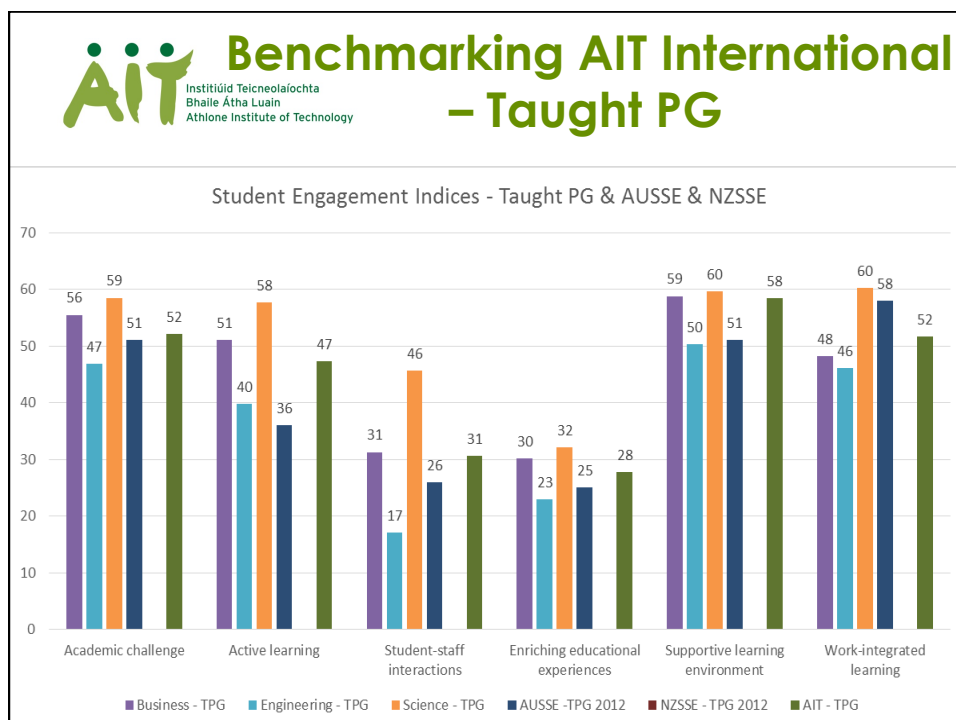
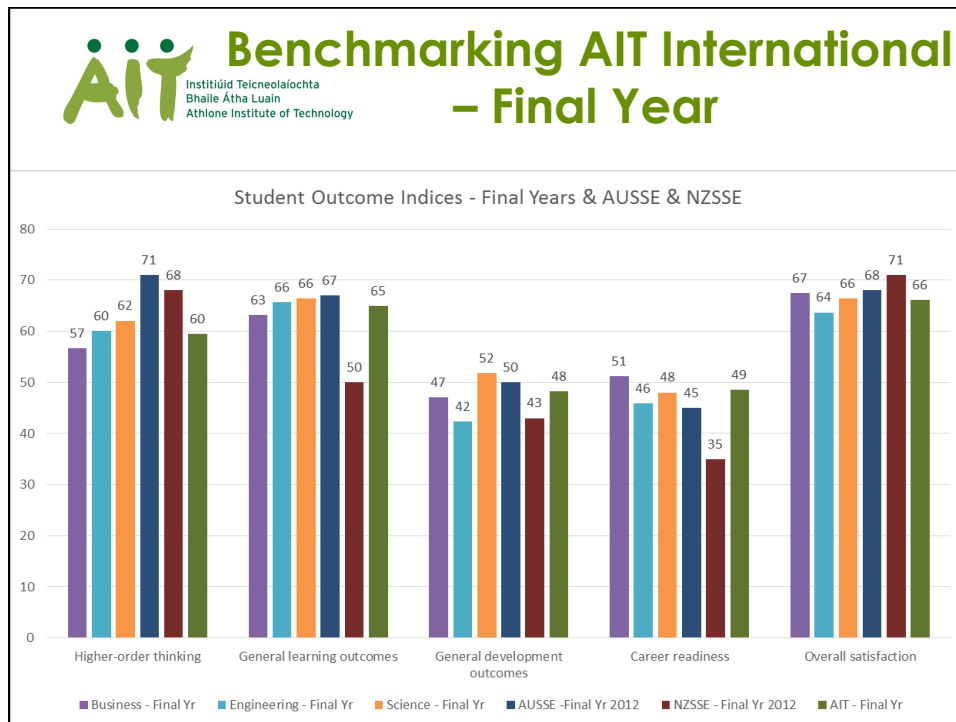


Benchmarking AIT International - 1st Years

Student Engagement Indices - 1st Years & AUSSE & NZSSE





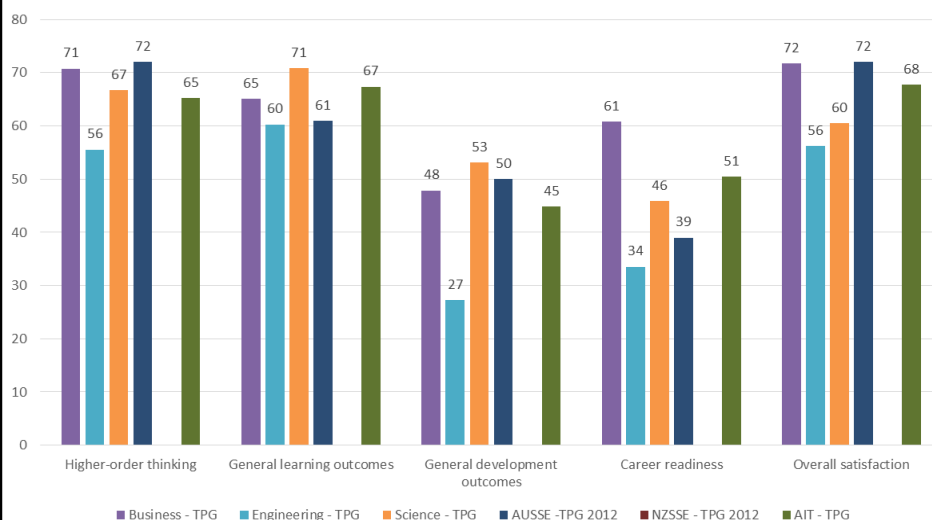




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Benchmarking AIT International – Taught PG

Student Outcome Indices - Taught PG & AUSSE & NZSSE

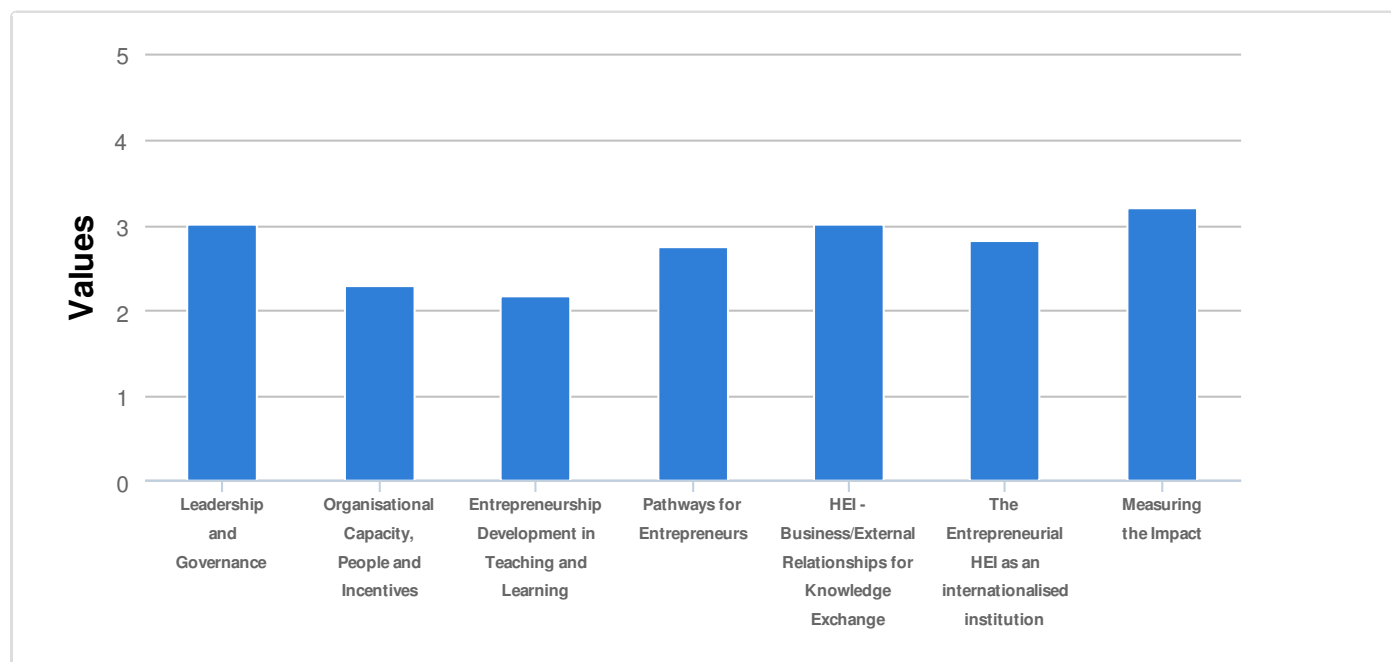


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Questions

Appendix IV

Athlone Institute of Technology, Ireland



Recommended resources

Based on this self assessment, the following resources are recommended

Guidance notes

Leadership and Governance (2)



The higher education institution has a model for coordinating and integrating entrepreneurial activities at all levels across the organisation

The ultimate aim of an entrepreneurial higher education institution is to embedd entrepreneurship into the organisational DNA so that it becomes part of the organisation's culture and its values, policies, structures

Show more



The faculties and units have autonomy to act

Entrepreneurial higher education institutions see themselves as organisations and environments held together by common values and culture. Achieving this requires visionary and transformative leadership

Show more

Organisational Capacity, People and Incentives (4)

Entrepreneurship Development in Teaching and Learning (5)

Pathways for Entrepreneurs (5)

HEI - Business/External Relationships for Knowledge Exchange (2)

The Entrepreneurial HEI as an internationalised institution (1)

Measuring the Impact (2)

[View more notes](#)

Case studies



Flexible innovative teaching models in the creative arts

University of the Arts London, Central Saint Martins College of Art and Design (CSM)



Gründerskolen Norway - Norway School of Entrepreneurship

University of Oslo



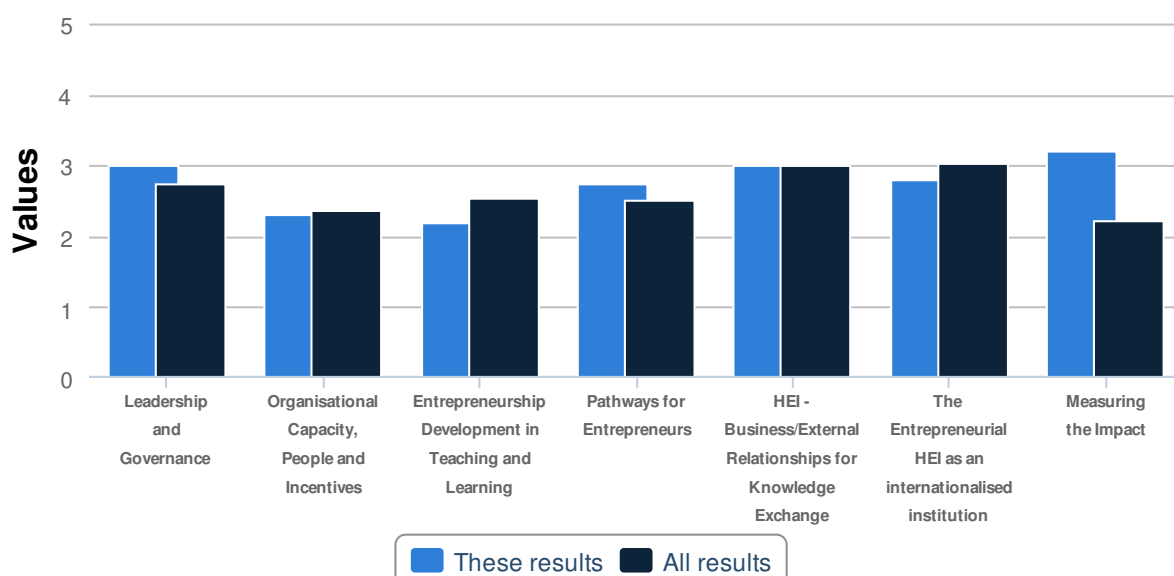
The Research Group for Unlimited Knowledge Application at Aalborg University

Aalborg University



How does this assessment compare?

Comparing these results against **all** self assessments



Detailed results of this self assessment

Leadership and Governance	3.00
1. Entrepreneurship is a major part of the university strategy.	4
2. There is commitment at a high level to implementing the entrepreneurial strategy.	3
3. The higher education institution has a model for coordinating and integrating entrepreneurial activities at all levels across the institution.	2
4. The faculties and units within the higher education institution have autonomy to act.	2
5. The higher education institution is a driving force for entrepreneurship development in the wider regional, social and community environment.	4
Organisational Capacity, People and Incentives	2.29
1. The higher education institution's entrepreneurial objectives are supported by a wide variety of funding sources/investment, including investment by external stakeholders.	3
2. The higher education institution has a sustainable financial strategy in place to support entrepreneurial development.	2
3. There are mechanisms in place for breaking down traditional boundaries and fostering new relationships - bringing internal stakeholders together (staff and students) and building synergies between them.	3

4. The higher education institution is open to recruiting and engaging with individuals who have entrepreneurial attitudes, behaviours and experience.	3
5. The higher education institution invests in staff development to support its entrepreneurial agenda.	2
6. There are clear incentives and rewards for staff who actively support the higher education institution's entrepreneurial agenda.	1
7. The higher education institution gives status and recognition to other stakeholders who contribute to the institution's entrepreneurial agenda.	2

Entrepreneurship Development in Teaching and Learning	2.17
1. The higher education institution is structured in such a way that it stimulates and supports the development of entrepreneurial mindsets and skills.	2
2. Staff take an entrepreneurial approach to teaching in all departments, promoting diversity and innovation in teaching and learning.	2
3. Entrepreneurial behaviour is supported throughout the higher education experience; from creating awareness and stimulating ideas through to development and implementation.	2
4. The higher education institution validates entrepreneurship learning outcomes.	2
5. Collaborating and engaging with external stakeholders is a key component of teaching and learning development in an entrepreneurial higher education institution.	3
6. Research results are integrated into entrepreneurship education and training.	2

Pathways for Entrepreneurs	2.73
1. The higher education institution raises awareness of the value/importance of developing entrepreneurial abilities amongst staff and students.	3
2. The higher education institution actively encourages individuals to become entrepreneurial.	2
3. Business start-up education is offered across the curricula and faculties.	1
4. The business start-up education offer is widely communicated, and measures are undertaken to increase the rate and capacity of take-up.	2
5. A suite of business start-up courses exists, which uses creative teaching methods and is tailored to the needs of undergraduate, graduate and post-graduate students.	2
6. The suite of business start-up courses has a differentiated offer that covers the pre-start-up phase, the start-up phase and the growth phase. For certain courses active recruitment is practiced.	3
7. The higher education institution provides opportunities to experience entrepreneurship.	1
8. The higher education institution provides support for individuals and groups to move from entrepreneurial ideas to action.	4

9. Mentoring by academic and industry personnel is available.	4
10. The higher education institution facilitates access to private financing for its potential entrepreneurs.	3
11. The higher education institution provides access to business incubation facilities.	5

HEI - Business/External Relationships for Knowledge Exchange	3.00
1. The higher education institution is committed to collaboration and knowledge exchange with industry, society and the public sector.	5
2. The higher education institution demonstrates active involvement in partnerships and relationships with a wide range of stakeholders.	4
3. The higher education institution has strong links with incubators, science parks and other external initiatives, creating opportunities for dynamic knowledge exchange.	3
4. The higher education institution provides opportunities for staff and students to take part in entrepreneurial activities with business/the external environment.	3
5. The higher education institution specifically supports staff and student mobility between academia and the external environment.	1
6. The higher education institution links research, education and industry (wider community) activities together to affect the whole knowledge ecosystem.	2

The Entrepreneurial HEI as an internationalised institution	2.80
1. Internationalisation is a key part of the higher education institution's entrepreneurial strategy.	3
2. The higher education institution explicitly supports the international mobility of its staff and students (including PhD students).	3
3. The higher education institution seeks and attracts international and entrepreneurial staff (including teaching, research and PhDs)	2
4. The higher education institution demonstrates internationalisation in its approach to teaching.	3
5. The higher education institution, its departments and faculties actively participate in international networks.	3

Measuring the Impact	3.20
1. The higher education institution assesses the impact of its entrepreneurial strategy.	4
2. The higher education institution assesses the level of engagement in entrepreneurial teaching and learning across the institution.	2
3. The higher education institution regularly assesses the impact of entrepreneurship teaching and learning.	2

4. The higher education institution carries out regular monitoring and evaluation of the institution's knowledge exchange activities.	4
5. The higher education institution carries out regular monitoring and evaluation of the impact of start-up support.	4