APPENDICES

Appendix 1

July 2012

Technological University of Dublin Alliance

Submission to the Higher Education Authority in response to 'Towards a Future Higher Education Landscape'

"The magnitude of the issues confronting the world requires whole people with their whole minds and hearts to lead us into tomorrow. And that, in turn, requires us to renew the human purpose and meaning at the heart of higher education."[1]

[1]The Heart of Higher Education, A Call for Renewal Nepo, Palmer, Scribner & Zajonc, Jossey Bass 2010

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1 OVERVIEW

As Ireland's only internationally competitive city region, Dublin's continued development is critical to the performance of the country as a whole. Higher education, recognised as being pivotal in reacquiring economic success and addressing societal issues, is a critical element in Dublin's and Ireland's development. To be globally competitive, a new type of university graduate, with societal and professional parity of esteem with traditional university graduates, is required. This graduate has core skills in their chosen area of study, and is also innovative, creative and entrepreneurial. She or he demonstrates the technical and relational capabilities sought by employers and is an independent thinker, constructive yet disruptive. This graduate can make a real impact on the economic and social challenges facing Dublin, Ireland and the world.

The Technological University of Dublin (TU Dublin) will be brought into being by the convergence of Dublin Institute of Technology (DIT), Institute of Technology Tallaght (ITT) and Institute of Technology Blanchardstown (ITB) who already share this vision for higher education and have an agreed strategy for its implementation. Together the three partners will use their collective experiences, capabilities and resources to deliver higher education in a more efficient and equitable manner. The new TU Dublin will be a unitary institution formed by the three partners seizing this unique opportunity to make real change. It will be a three campus autonomous degree awarding university with critical mass, a strong online presence, and deeply embedded in all aspects of Dublin life.

The mission of TU Dublin will be:

To make a real difference to Dublin and Ireland by providing practice-led, research-informed higher education of the highest quality for a new style of university graduate who is:

- Innovative, creative, entrepreneurial;
- Highly skilled, practical, and capable in an employment context;
- Technically and relationally competent to deal with uncertainty with confidence;
- Adaptive in complex and dynamic knowledge environments;
- An independent thinker, disruptive in a constructive way;
- Values-driven, active and ethical;
- A digitally literate global communicator;
- Able to engage continuously with learning.

The distinctive feature of the TU Dublin mission is to make a real difference. As a provider of third and fourth level technological education, the university is committed to and will work closely with enterprise, community and other partners. The University will be interdependent with rather than separate and aloof from its stakeholders. It will:

- work with partners in designing and delivering both programmes and each student's wider educational experience;
- include the provision of programmes in enterprise/community settings with widespread student and staff work placements;
- foster the co-production of new knowledge through the co-location of university researchers with researchers in enterprise and the community to enhance research relevance;
- be a leader in the commercialisation of research and venture creation for economic and social benefit to the region.

The seamless integration of teaching and learning, research and innovation, and engagement activities underpins TU Dublin's approach to education provision. Our teaching will be innovative, practice-led and research-informed, with shared responsibility for learning as a key principle and curricula designed to offer students opportunities and choice. TU Dublin's use-inspired research will support Ireland's innovation agenda through alignment with national research priorities and will help address the needs of activity clusters in the Dublin region such as ICT, engineering, health services, pharmaceuticals, the creative arts, culture, tourism, services and public policy.

TU Dublin will provide flexible education pathways for all, including those constrained by personal or professional circumstances, or economic or social disadvantage. Through its multi-campus locations, the University will provide multiple mode and flexible programme delivery with a choice of entry and exit points and a range of progression and transfer routes.

TU Dublin will have an international role and a global perspective and will help make Dublin a preferred destination for international students. It will foster a culture of internationalisation, deliver an internationalised curriculum, and build on existing links with universities globally, fostering student and staff exchanges and collaborative research.

The governance of TU Dublin will be characterised by autonomy balanced by transparency and accountability in the stewardship of public funds. Student representation will be a major part of the governance structure. New structures, roles and processes underpinned by a new HR system will be put in place. Consolidation of the three partners will enable enhanced efficiencies through a shared model of service delivery and rationalisation of programme provision.

TU Dublin's distinctive, rich contribution to higher education, enterprise and quality of life will help build the reputation of Dublin as amongst the most exciting, creative cities in the world. Its graduates will be Ireland's new employers, innovators and skilled professionals. At the heart of its success will be TU Dublin's capacity to engage others and bring about a real change in how higher education serves people and in how it addresses the major economic and social challenges facing our world.

2 TU DUBLIN PARTNERS

TU Dublin will be a new and vibrant higher education institution located in Dublin with a national and international profile. It will be formed from DIT, ITB and ITT. Over the last 3 years a strong partnership has evolved and has focused on the creation of a 'new university for a new Ireland' that will provide a cohesive and differentiated technological education offering in the Dublin region. Combining the complementary strengths of the partner institutions opens up a real possibility to create a different kind of educational entity for a new style of graduate.

DIT[2] has been an integral part of the Irish higher education system for over 125 years. With autonomous degree-awarding authority up to PhD level, DIT combines the excellence of a traditional university with professional career-oriented learning and prepares graduates for productive leadership roles in both the public and the private sectors. Supporting up to 20,000 students, DIT will be relocating to a single campus located in north inner city Dublin. Strong industry engagement is reflected in its successful technology transfer, enterprise creation and strong research base. DIT has helped to create more than 150 new enterprises which have raised almost €100 million in equity investment and created 1,000 smart economy jobs in the region.

ITB[3] has been pursuing its mission of making education accessible to a diversity of learners since it was established in 1999. The distinctive vibrancy of ITB's staff in pursuing this mission is one of its core strengths. 3,000 students attend ITB, of which 47% are classified as non-standard CAO, including 25% mature learners. From its campus, ITB offers a range of practice-based, career focused courses in informatics, engineering, business, humanities and trades.

ITT[4] is located in South Dublin County and was established 20 years ago. It has a student population of over 4,000 students of which 32% are part-time students. The percentage of part-time students is one of the highest in the country. It adapts programme design and delivery to meet the requirements of organisations and a number of its programmes are delivered off-campus in companies. In its relatively brief history it has grown in size, stature and in the range and level of programmes provided. It has a reputation for facilitating access to higher education from those groups traditionally under-represented. It has a very active research community for a college of its size and through the Synergy Centre provides supports to early-stage enterprises in the high technology and knowledge intensive sectors.

[2]www.dit.ie
[3]www.itb.ie
[4]www.it-tallaght.ie

3 TU DUBLIN IN THE DUBLIN AND IRISH HIGHER EDUCATION LANDSCAPE

3.1 Regional Context

Comprising primarily knowledge-intensive and service industries, the Dublin City Region is recognised as Ireland's only internationally competitive city region, with a population of over 1.2 million people[5]. Its continued development as an internationally competitive location is critical for the performance of the entire national economy. To sustain this knowledge region TU Dublin will work with others to:

- develop strong city leadership, engaging HEIs, business, local government and state agencies;
- create a vibrant place to live, learn and work, embedding high technology and sustainable technology clusters as part of the fabric of the city;
- nurture, attract and retain creative people, new business and innovative ideas.

An ideopolis[6] is a city of ideas, where knowledge, creativity, enterprise, connectivity and the quality of life combine to create a dynamic local economy. To build the reputation of Dublin as such a city region that can compare and compete with cities such as Barcelona, Toronto or Melbourne, it is essential that a more coherent eco-system of higher education institutions evolves, offering clear and comprehensive options. TU Dublin will have a distinctive profile that will add to that eco-system. It will be a new kind of university, practice-led, whilst being strongly informed by research.

In addition to maintaining the intellectual capital of the city, the region must also address the structural unemployment problem. The rate of unemployment in the Dublin region rose from 8.9% to 17.1% between 2006 and 2011[7]. The relationship between educational qualifications and labour force status is startling. Participation rates in higher education throughout the region are varied. Adjacent to the three campuses, are areas where participation rates in higher education are as low as 12% (See figure 1)[8]. At the same time there are skills gaps in sectors such as ICT, engineering, international sales, supply chain management, science and financial services. TU Dublin initiatives in up-skilling and re-skilling will help tackle these challenges.

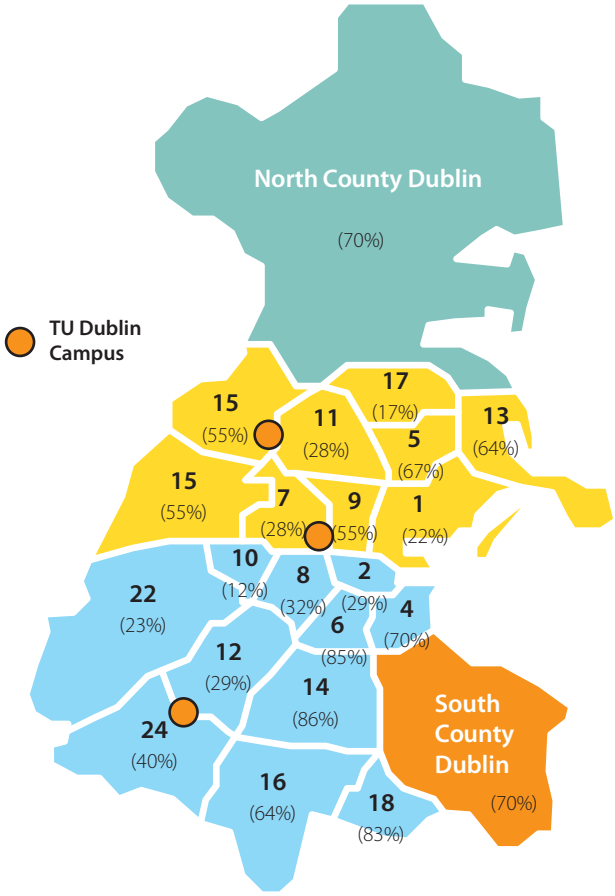


Figure 1: Higher Education Participation Rates by Dublin Postal Districts

[5]National Competitiveness Council, Our Cities; Drivers of National Cometitiveness, 2009
[6]Rowan Hoban, Ideopolis International, 2005
[7]2006 and 2011 Censuses
[8]Who Went to College in 2004? A National Survey of New Entrants to Higher Education, HEA

TU Dublin's mission responds to current Government imperatives and will help address the future needs of the region. It will:

- Provide appropriate higher education choices for a diverse population;
- Foster a new style of graduate equipped with the entrepreneurship, innovation and communication skills to succeed on the global stage;
- Embed engagement locally, nationally and internationally with academia, industry and society, as a differentiating aspect of every student's educational experience.

TU Dublin will complement and pro-actively work with the four existing universities in Dublin and match the leaders amongst relevant peer institutions globally (e.g. Universitat Politècnica de Catalunya, Barcelona; Ryerson University, Toronto; RMIT University, Melbourne) in delivering strong technological education to sustain Dublin as an internationally recognised 'region of knowledge'.

3.2 Distinctive Characteristics

Figure 2[9] indicates the range of activities undertaken in a HEI. The activities have different drivers such as widening participation, economic growth, learning programmes and research. The outer quadrilateral (pink) indicates the targeted future positioning of TU Dublin and the inner (purple) the current positioning of the three institutions. In TU Dublin there will be an

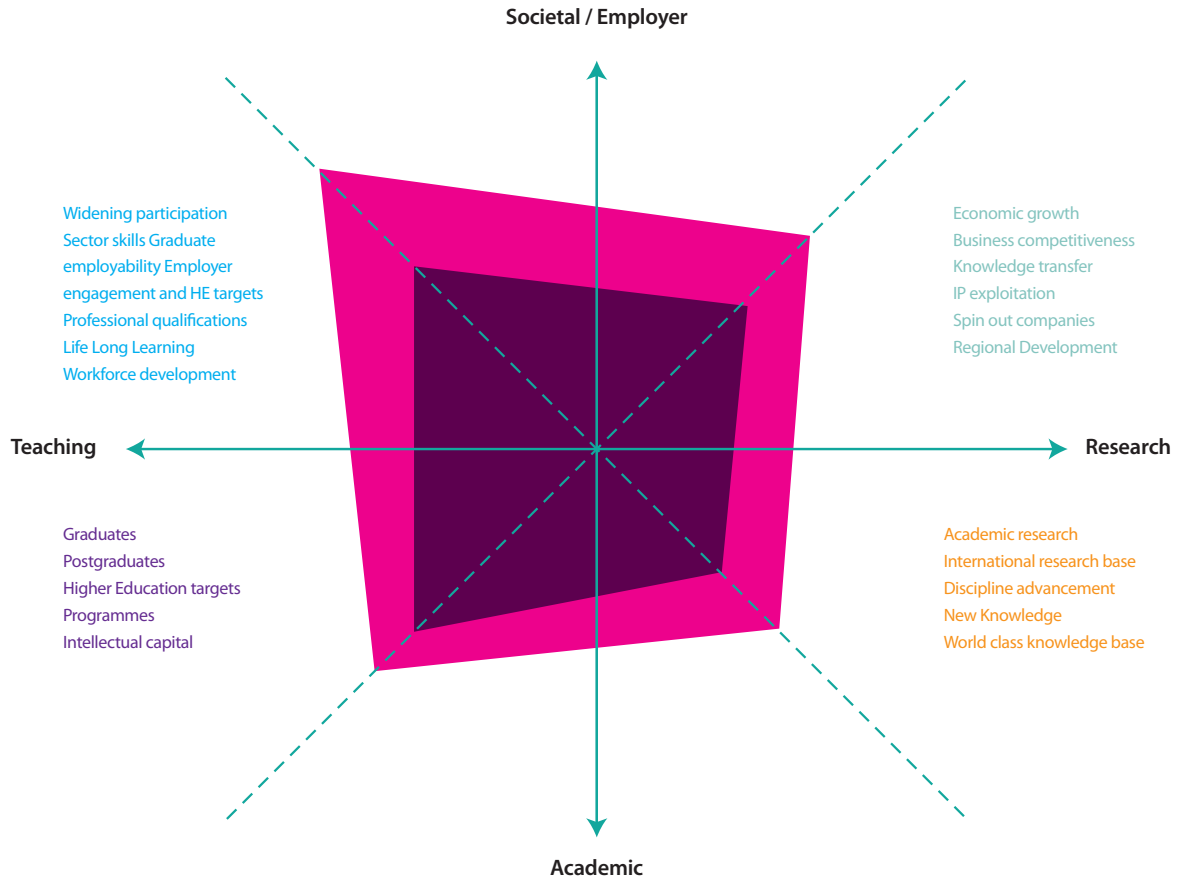


Figure 2: Indicative Positioning – Range of Activities in TU Dublin

[9]The diagram is adapted from a framework developed by Dr. M. Wedgewood, Manchester Metropolitan University

increased orientation towards society and enterprise and a greater emphasis on use-inspired research placing it as an outwardly focused regionally engaged university. Internally there are three inter-dependent activities: teaching and learning, research and innovation and engagement.

3.3 TU Dublin Collaboration

TU Dublin, as part of its strategy, will be proactive in initiating collaborations for the benefit of the region. The positioning of TU Dublin in the higher education landscape with respect to collaborations and clustering is depicted in Figure 3.

Within the Dublin region and Ireland, these collaborations will include:

- Dublin Regional Higher Education Alliance (DRHEA)[10] strengthening the region's higher education sector;
- The Green Way[11] – developing an internationally recognised clean-tech corridor in the heart of the region;
- The Global City Innovation Initiative, a collaboration with Trinity College Dublin and Dublin City Council for the co-production of knowledge through teaching, research and discovery;
- Build Up Skills, an EU initiative to assist Ireland in achieving sustainable policy objectives;

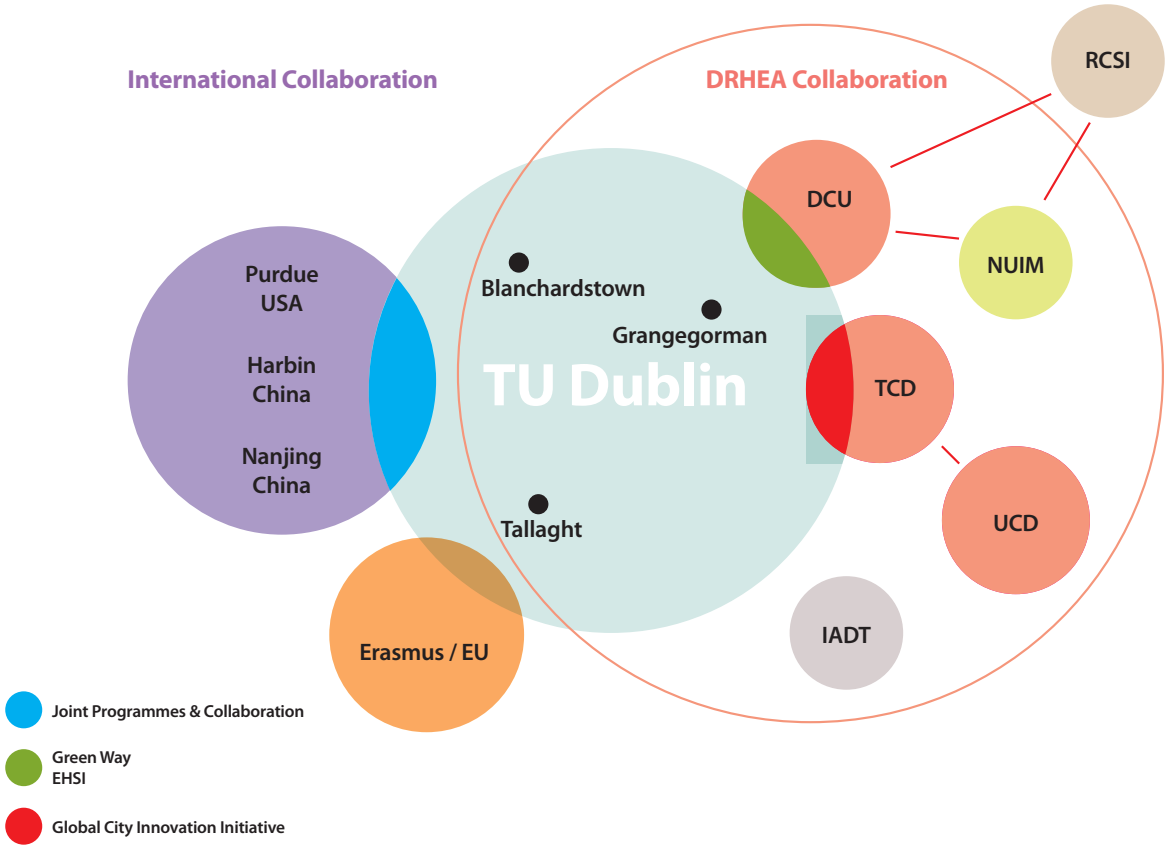


Figure 3: Indicative positioning of TU Dublin in the higher education landscape

[10]www.drhea.ie
[11]www.thegreenway.ie

- Continued enhancement of existing partnerships with professional bodies such as; Engineers Ireland, IBEC, Marketing Institute of Ireland, Society of Chartered Surveyors, the Royal Institute of the Architects of Ireland and the Association of Optometrists Ireland.

The development of future collaboration activity will build on the strong record of the partners in actively engaging with the relevant local authorities: Dublin City Council, Fingal County Council and South Dublin County Council.

Internationally the partners are involved in research and teaching partnerships with more than 200 world-class companies and academic institutions. Illustrative examples are:

- Collaboration with Purdue University and the Universitat Politecnica de Catalunya offering the MSc in Sustainability, Technology & Innovation supported by EU and US Government funding;
- Collaboration with Nanjing University of Technology in pharmaceutical science, electronic engineering and mechanical engineering;
- A regional learning network in partnership with CISCO, SAP and Citrix supporting transfer and progression opportunities for learners in FETAC colleges.

DIT is a full member of the European University Association (EUA)[12] and the International Association of Universities (IAU)[13]. Further opportunities for national and international collaboration to the benefit of the Dublin region and Ireland will open up to TU Dublin as a peer technological university. Specifically we will seek to develop a range of relationships with established technological universities globally.

3.4 Regional Engagement and Regional Clusters

TU Dublin will address in a fundamental way key factors that can often restrict **regional engagement** by HEIs. Aligning institutional strategy to regional priorities TU Dublin will have an explicit requirement to work with stakeholders in promoting and supporting economic and social progress.

TU Dublin partners will work actively in supporting the advancement of the Dublin region, through a range of initiatives, including their key involvement in regional clusters such as:

- Dublin Region Higher Education Alliance;
- Continuing contribution to the objectives of the Creative Dublin Alliance[14];
- Formal arrangements with FETAC colleges in the region to support transfer and progression pathways;
- The newly funded Dublin Region Innovation Consortium (DRIC)[15].

TU Dublin will build on existing experience; seek practical cooperation with other higher education institutions and organisations in the region, draw on aspects of the well established 'CONNECT' model of University of California San Diego[16], and thus play a major role in supporting the development of Dublin as a significant region of knowledge. TU Dublin will be a catalyst for economic renewal, sustainability and social development through collaboratively working to support the creation, growth and capacity building of leading edge organisations and interaction with the wider community.

[12]www.eua.be
[13]www.iau-aiu.net
[14]www.creativedublinalliance.ie
[15]DRIC is a consortium comprising DIT, ITB, ITT, Institute of Art, Design & Technology, Dun Laoghaire and National College of Ireland focused on enhancing technology transfer activities in the Dublin region.
[16]www.connect.org/about

Teaching &
Learning

4 TEACHING & LEARNING AND STUDENT PROFILE

4.1 Student Profile

TU Dublin will provide programmes from levels 6 to 10 on the National Framework of Qualifications, for students who are seeking a career-oriented, practice-led, research-informed higher education choice. The TU Dublin community will be characterised by a rich and diverse mix of student cohorts from all ages, backgrounds and entry gateways as shown in Figure 4. Details of the current student profile are provided in Appendix 2 whilst the future indicative forecast is provided in Appendix 3.

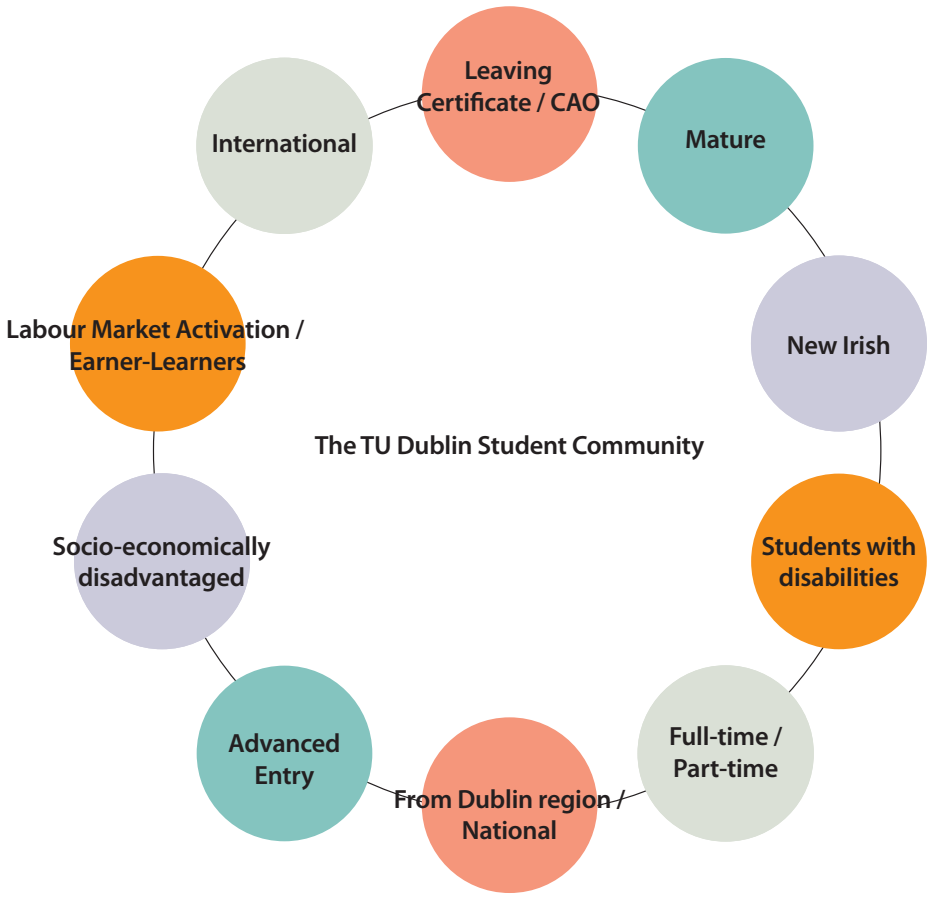


Figure 4: TU Dublin – A Diverse Student Community

Current student numbers of 22,738, represent over 11% of national provision. TU Dublin's total student numbers are projected to increase across all three campuses to approximately 27,000 by 2017. International student enrolment will account for 8% in 5 years and grow subsequently to 15%. Academic programmes will reflect the university's focus on technological education. In 2010/11, 39% of full time new entrants and 61% of full-and part-time PhDs were enrolled on science, engineering, manufacturing and construction programmes[17]. This discipline mix will be broadly maintained as shown in Figure 5. Our substantial creative arts and media provision falls largely within the ISCED coding for humanities and arts in Figure 5.

[17]HEA Institutional Profiles, 2012

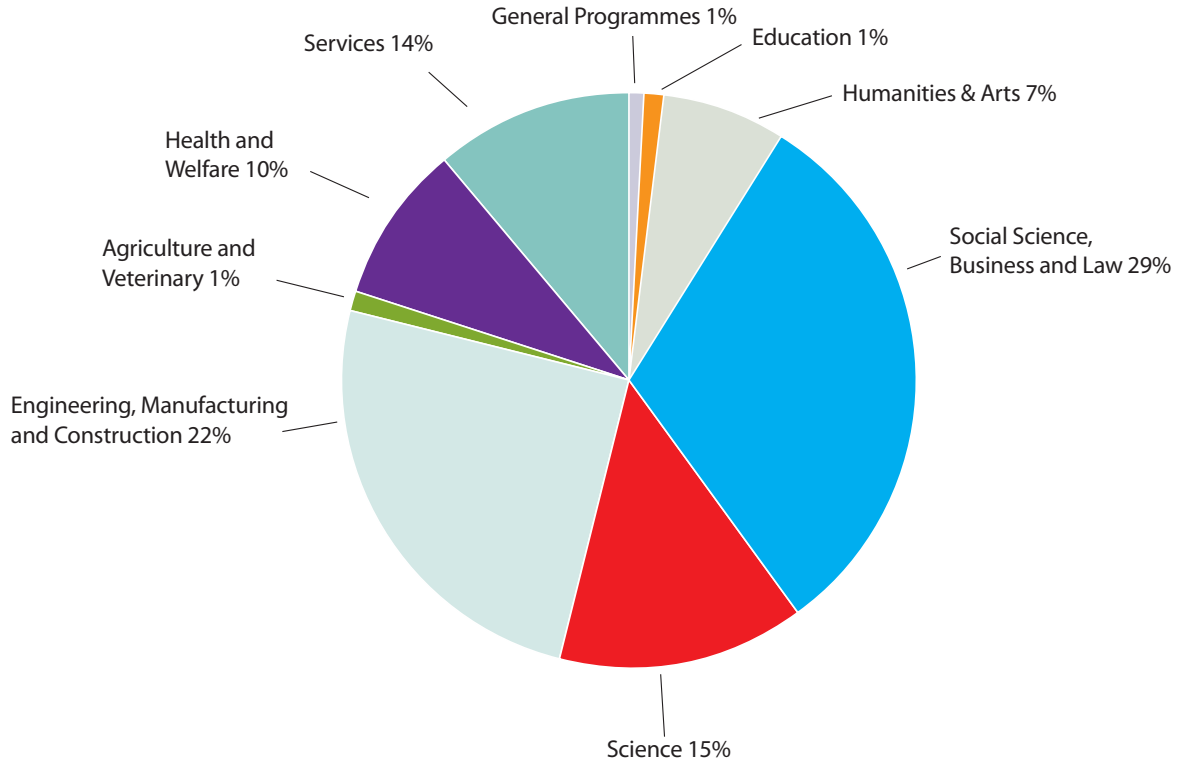


Figure 5: Student Numbers Forecast Breakdown by Discipline 2017

TU Dublin's programme portfolio will be designed to meet changing regional and national demands, as indicated by such reports as the Expert Group on Future Skill Needs[18], the National Competitiveness Council[19] and others. The forecast is to increase flexible learners on level 6-10 programmes to 35% of students. Programmes will be delivered via a number of modes, on campus, in companies, and by e-learning.

Table 1 shows the intended breakdown in TU Dublin by National Framework Qualifications (NFQ) level.

[18]Expert Group on Future Skill Needs, Key Skills to Trade Internationally, 2012
[19]National Competitiveness Council, Ireland's Competitiveness Scorecard, July 2012

Table 1 Projected Student Profile by NFQ Level 2017

NFQ Level	Projected total enrolments in TU Dublin (2017)	Projected % of total enrolments in TU Dublin (2017)	% of total enrolments for 3 partners (2010/11)	% Change in projected enrolments from 2010/11 to 2017
Level 6/7	10,350	38%	32%	41%
Level 8	11,600	43%	47%	8%
Level 9 (taught)	2,700	10%	9%	35%
Level 9 (research)	290	1%	1%	77%
Level 10	650	2%	2%	90%
Other	1,300	5%	9%	-39%
Total	26,890	100%	100%	18%

Note: 2017 Research (L9/10) as % of FTE L8 and all PG equates to 6%

Within our provision, the following points are of note:

- Growth in Level 6/7 provision as projected reflects the plans to provide entry gateways to as wide a cohort as possible including those in the region constrained by socio-economic or other factors. Individuals facing unemployment or working in industries vulnerable to redundancy will be supported through flexible provision for re-skilling and up-skilling. In so doing we will draw upon existing capabilities developed in response to labour market activation initiatives;
- TU Dublin will deliver sustainable apprenticeship education through a new model offering defined progression routes;
- Level 8 provision will increase in absolute terms albeit modestly;
- The formation of TU Dublin will require a review of the programme portfolio with rationalisation of some programmes being balanced by an expansion in alternative modes of delivery and the introduction of additional programmes to satisfy new requirements;
- TU Dublin will maintain the position of the partners as the largest and most diverse provider of higher education for creative and cultural industries in Ireland;
- Combined postgraduate provision is projected to account for 13% of total enrolments. Research students represent 6% of FTE enrolments at Level 8 to 10. The growth in research and taught postgraduate programmes will accommodate those graduates wishing to up-skill or re-skill. A significant proportion of postgraduates will be part-time.

The growth in postgraduate research activity is reflective of the partners' current research strategies and our intent to achieve growth over time equating to approximately 15% of current provision in the Dublin region. In so doing we will work collaboratively within the DRHEA and national PhD platforms further developing the mechanisms for structured PhD delivery amongst other graduate education initiatives. A key strand will also be the support for professional/enterprise-based Masters (M.Res) and PhDs, with 50 projected for 2017.

4.2 Teaching and Learning

A hallmark of the TU Dublin partners is their innovative approach to meeting teaching and learning needs of diverse student cohorts. TU Dublin's strengths will be enhanced, congruent with the needs of a new time and a new context, attracting individuals aspiring to be 'new' professionals. Universal design of curricula will be a feature of TU Dublin in meeting its existing and future learning needs to accomodate and support TU Dublin's mixed population. Our approach to teaching and learning will be characterised by un-anchored pace and place and will explore new models of interaction between learners, staff, and employers. There will be an emphasis on education for the community, in the community and by the community. Our learners will occupy different spaces at different times – sometimes physical, sometimes virtual.

Our general approach to teaching and learning will consist of four elements:

- Preparation and empowerment;
- Discovery and opportunity;
- Practice and application;
- Consolidation and reflection.

There will be an increased emphasis on preparation and empowerment to remove obstacles that might inhibit student success.

Figure 6 encompasses elements of TU Dublin's approach to teaching and learning provision.

This will include the TU Dublin Learning Partnership Agreement which provides a framework for learning as a shared responsibility. Students will become part of learning sets (groups of students) with peer mentors, sharing their experiences through projects and presentations. Existing practices such as the use of problem-based learning, work-based learning and new technologies will continue. In addition, we will exploit new pedagogical practices to support learners in

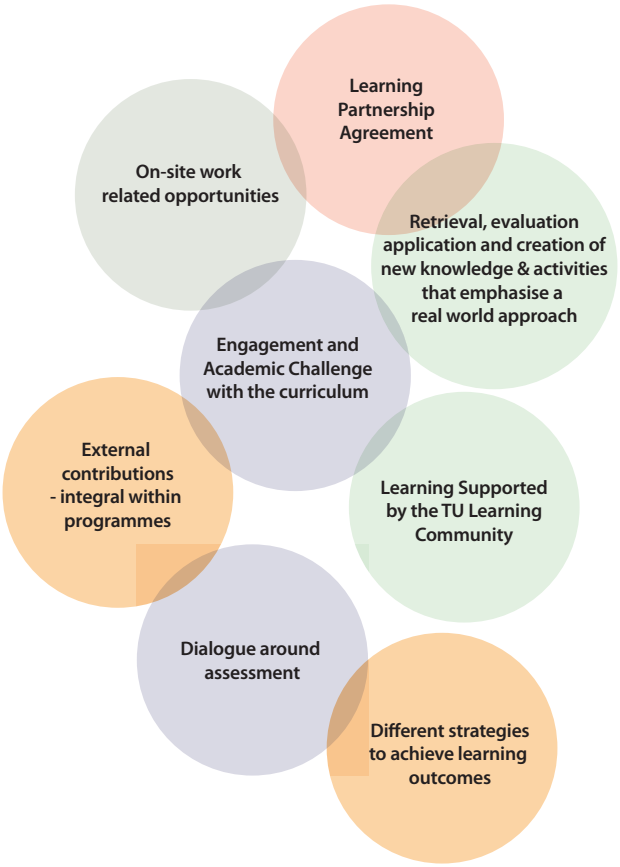


Figure 6: Elements of TU Dublin's Teaching & Learning Approaches

developing capabilities of assimilating and managing complex knowledge for future careers. Our personal pastoral approach to students will be further developed.

Industry partnerships will be leveraged to ensure a real-world broad approach to all our activities. A university-wide work placement framework will be implemented. The latter will be based on the already successful work-based placement activities taking place, with companies such as Intel, Google, Lucent Technologies, HP, Microsoft, JP Morgan, AIB, Clarion Hotels, Hilton Group and Abbey Tours.

Entrepreneurship modules for all students will be provided, so as to nurture creativity and innovation and develop commercialisation skills that will encourage would-be entrepreneurs on their path to new venture creation and/ or the use of such skills in other work settings. TU Dublin will draw on the track record of the award-winning Hothouse[20] activities in this regard. A module on 'sectoral knowledge' will be provided within each programme, ensuring that on graduation students have the appropriate understanding of their work environment (structure, major players, current technologies and developments in the sector). To ensure curricula are contemporaneous and meet the needs of employers in the region, a number of mechanisms will be rolled out to capture stakeholder input. TU Dublin will continue to have enterprise representation on programme validation panels; regular industry think tanks and engage pro-actively with employment leaders through initiatives such as the Corporate Partnership Network[21].

Learner pathways into and from our programmes will be simple and clear with multiple entry and exit points across levels 6 to 10 and staff readily accessible to advise on these. Links with further education colleges are already established and will be further enhanced. Common first years and 365 day x 24 hour delivery will open up choice where appropriate.

Internationalisation is a key feature of the TU Dublin offering. All programmes will be designed to promote multi-cultural awareness; provide a global perspective to the operations of the industry sectors and the specific discipline which the student is studying; and provide opportunities to students to learn and discover in an international context, enhancing their abilities to be effective global citizens and sought-after employees and leaders.

[20]ww.dit.ie/hothouse
[21]ww.dit.ie/cpn

Research

5 RESEARCH AND INNOVATION

5.1 Research Activity

Distinctive Approach to Research

TU Dublin aims to be an important source of research and discovery that advances human knowledge and makes a real impact on people's life experience while underpinning teaching and learning at all levels. TU Dublin is committed to undertaking research which is strategically important, internationally benchmarked and enhances Dublin's role as Ireland's global gate-way.

TU Dublin will pursue **use-inspired, goal-oriented research and discovery** that contributes to human knowledge and well-being leading to commercial and societal impact and benefit. On all three campuses, the research community will work side-by-side with industrial and other collaborators. The aim is to bring together state-of-the-art thinking and cross-disciplinary hands-on practice to forge a paradigm shift in education and research in Ireland. To this end, TU Dublin will create a research environment that will be unique in Ireland, co-locating researchers and research students with knowledge professionals, end-users and entrepreneurs. The research agenda will develop innovative solutions for next generation problems, translating the research into new and improved products, processes and policies. A current example of such an approach is EHSI, the Environmental Health Sciences Institute, funded by the Programme for Research in Third-level Institutions (PRTLI), a partnership led by DIT with the Health Services Executive, Dublin City Council, Dublin City University (DCU), University of Ulster (UU) and the Institute for Public Health in Ireland.

Research Focus and Volume

Our multi-campus university will deliver an integrated research platform based around designated and sustainable centres of excellence. Dedicated research space and facilities will support domain expertise. TU Dublin will concentrate on four research pillars of Environment, Health and Energy; Information and Media Technologies; New Materials and Design; and Society, Culture and Enterprise, which align with national and international priorities. Today, the TU Dublin partners have 4% of all research students in Ireland, graduating over 50 PhD students in 2009/10. TU Dublin partners have experienced consistent growth in research output with considerably above average impact as measured by citations, notably in the science and engineering disciplines.

Table 2 below summarises actual and forecast research outputs over the period from 2011 to 2017.

Table 2 Research Outputs 2011 and 2017

	2011	2017
Research Students	506	940
Research Income (€m)	20	35
Publications	1,128	2,000
Citations (since 2010)	20,540	30,000
Research Active Staff	291	500

TU Dublin will proactively seek collaboration nationally and internationally and participate in research networks and clusters, to enhance scale and create capability to address global questions. Strong participation in the forthcoming EU Horizon 2020 programme is anticipated. The TU Dublin partners have continued to grow research capacity via leadership and participation in collaborative research initiatives such as:

- The Centre of Applied Science for Health is the primary research centre for health related applied research in ITT. Established in 2007, in partnership with the National University of Ireland, National University of Ireland, Maynooth (NUIM), DCU and the Adelaide and Meath Hospital[22];
- DECIPHER, an EU funded project involving DIT; National Gallery of Ireland; Irish Museum of Modern Art; Open University; System Simulation Limited; Brno University of Technology and Alinari 24 ORE SpA. It aims to support the discovery and exploration of cultural heritage through story and narrative, by developing new solutions to narrative construction, knowledge visualisation and display problems for museums.[23]
- The Centre for Telecommunications Value-Chain Research, funded by Science Foundation Ireland, a partnership led by Trinity College Dublin (TCD) with DIT, NUIM; DCU; Tyndall National Institute; University College Cork and University of Limerick.[24]
- National Audio Visual Repository, funded by PRTLI is a partnership led by the Royal Irish Academy with DIT, NUIM, TCD, NUI Galway, National College of Art & Design, UU and Queens University with the national cultural institutions, RTE, TG4, NAI, NESF and NLI and industry partners Microsoft, Intel and IBM.[25]
- Intelligent Transportation Systems Group[26] which has developed a vehicular mobile mapping system in conjunction with the National Roads Authority.
- National PhD platforms such as the Integrated NanoScience Platform for Ireland (INSPIRE), National Biophotonics Imaging Platform Ireland (NPIBI), the Telecommunication Graduate Inititative and the Graduate School for Creative Arts and Media.

Research Culture

TU Dublin will continue to foster a truly interdisciplinary research culture, with researchers encouraged to explore new ideas and technologies at the interfaces of different domains. Research in TU Dublin will be entrepreneurial in nature, driven both by the requirements of stakeholders and the natural curiosity and inventiveness of our researchers. There will be enhanced mobility for staff and students across teaching, research and industry. Research insights of colleagues will directly inform curriculum innovation and the development of new programmes. This approach will bring research into the classroom for both graduate and undergraduate students. Research will adhere to accepted standards of scientific integrity and research ethics.

Research with teaching and engagement will be formally recognised in recruitment and promotion criteria, as an integral component of the academic and intellectual life in TU Dublin. We will support research career structures so that academics can rotate from research to teaching to research again over their working lives. In addition, we will promote a pro-inventor IP policy which encourages researchers to commercialise their research and set up companies.

Research students will enrol in structured doctoral programmes aligned to TU Dublin's research "pillars". These will provide a rich and stimulating research environment, combining professional skills in communication and pedagogy, project management, intellectual property, commercialisation and entrepreneurship with modules specific to their discipline. Progress and development will be nurtured and supported by a single cross-campus graduate research school. Many graduate students will pursue an internship or other practical experiences as part of their doctoral training, e.g. enterprise-based PhDs.

[22]www.appliedscience4health.ie
[23]www.decipher-research.eu
[24]www.ctvr.ie
[25]www.dmc.dit.ie/projects/navr.html
[26]www. www.itb.ie/researchatitb/intelligent-transportation-systems.html.

With the support of our commercialisation office, students will be encouraged to consider how their research can be translated into new products and services.

5.2 Knowledge Exchange

Knowledge exchange is already well ingrained in the culture and practice of the TU Dublin partners with business incubators such as Hothouse Centre, Synergy Centre, Synergy Global and the Learning & Innovation Centre in operation. These incubators provide infrastructural and business supports to early-stage high tech enterprises working with agencies and organisations such as county enterprise boards, Enterprise Ireland, the Small Firms Association and local chambers of commerce. To date these incubators have supported 465 entrepreneurs, 66% of whom continue to trade successfully. Equity investments have exceeded €100 million and over 1500 quality jobs have been created.

The following examples illustrate the potential that exists for TU Dublin to make a real impact.

- Hothouse secured one in every five technology transfer licences completed by Ireland's Higher Education sector in 2011 whilst accounting for 3% of the national expenditure on research.
- Cumulative activity for the partners since 2007 includes:
  - 212 invention disclosures;
  - 149 innovation vouchers;
  - 45 licenses, options and assignments;
  - 35 patents filed;
  - 18 Innovation partnerships;
  - 10 spin out companies.
- Synergies between the three institutions have been advanced through their joint success with the Institute of Art, Design and Technology, Dun Laoghaire in securing new funding from Enterprise Ireland for technology transfer activities;
- The delivery of entrepreneurship programmes at undergraduate and postgraduate levels and a range of supports to high-tech start ups in the city region.

Translation of research outputs into new products and services will be a differentiating feature of TU Dublin. Consistent with our mission, the quality of our research and innovation outputs and outcomes will be peer reviewed internationally. Economic and societal impact will be assessed and excellence determined by a number of factors including the demand for graduates and postgraduates, research investment, the quality of academic and scholarly publications and the success in influencing and informing national and EU policy.

Engagement

6 ENGAGEMENT

As a university, TU Dublin sees itself as being interdependent with, rather than separate and aloof from, its multiple stake-holders and its approach to engagement will be informed by this principle. The quality and depth of engagement will be embedded as a university-wide defining characteristic of TU. Engagement at regional level has been addressed in Section 3.2 and in this section we will focus on engagement with students, our communities and enterprise.

Student engagement is fundamental to optimally developing the potential of each student. Integrating the student into the life of the university and involving them in educationally relevant, beyond-class experiences is very important. In TU Dublin our approach to student engagement will adhere to the following principles:

- Active learning;
- Supportive learning environments;
- Learning as a shared responsibility;
- Student involvement in academic quality assurance processes;
- Enriching educational experiences;
- Informed by TU Dublin's internal knowledge of capabilities;
- Involvement as part of community.

Through our enhanced focus on student engagement we will:

- Achieve a target completion rate of 90% for all students with particular emphasis on student progression for level 6 and level 7 programmes;
- Increase the number, range and quality of student enrichment and engagement opportunities, both curriculum-based and extra-curricular to enable students to be active and engaged citizens;
- Enhance the institutional learning environment, associated policies and infrastructures to better support processes and practice that build student engagement;
- Improve internal knowledge of capabilities for enhancing student engagement.

Engagement with the community and wider society will be embedded within TU Dublin through building strong relationships. Capitalising on our existing strengths, the curriculum will incorporate course-based collaborative service-learning or community-based learning projects which will enrich learning and strengthen communities. TU Dublin will become a focal point for its surrounding communities and will contribute to the direction of public policy.

Examples of engagement activities are:

- Involving community representatives in the development, delivery and evaluation of provision, e.g., on programme boards;
- Offering community-based research/ science shop opportunities to TU Dublin students;
- Involving students and staff with activities such as mathematics initiatives for second level students;
- Mainstreaming initiatives that facilitate entry into higher education of people from socio-economically disadvantaged communities, such as the Computer Learning in Communities Programme[27];
- Encouraging community education providers to locate on TU Dublin campuses, thereby building links and overcoming barriers to access;
- Playing a proactive part in building cohesive communities;
- Making campus amenities available to local communities.

TU Dublin partners have an established record of **enterprise engagement** across a range of activities, disciplines and functions.

[27] www.communitylinks.ie/students-learning-with-communities

These include:

- the delivery of programmes with companies such as Intel, Oracle, Pfizer, Dublin Airport Authority, Musgrave Group;
- IP and network training with Damovo Ireland and Ericsson Ireland;
- working with ceramic manufacture, VitrA Ireland on technology developed to combat MRSA;
- collaborating with Mobile Aware Ltd., on mobile software development through innovative partner initiatives;
- supporting events such as "Be Inspired"[28] to promote Irish success stories such as the Brown Bag films.

TU Dublin will continue to build targeted and structured relationships with key leading edge companies and organisations. The multi-faceted Corporate Partnership Network will be a coordinating mechanism in that regard and will help support the developmemt of meaningful strategic relationships with multinationals, SMEs, indigenous organisations, agencies, professions and representative groups across a range of designated sectors.

7 INTERNATIONAL ORIENTATION

Ireland's economy is open and export orientated. TU Dublin recognises that, to make an impact nationally and internationally, its graduates will require attributes that enable them to build relationships internationally. Notwithstanding its Dublin location, the university's perspective therefore will be a global one and its activities and structures will reflect this. The spectrum of the activities anticipated is shown in Table 3**.**

Work to internationalise TU Dublin will have both external and internal aspects. Externally, our approach will concentrate on six pillars of activity:

- Working with state agencies, other universities and higher education providers to make Dublin attractive as a city for international students;
- Working with Irish and foreign governments in higher education diplomacy;
- Increasing the engagement of international alumni in our priority regions of China, India, Malaysia, USA and Canada;
- Working with education providers overseas;
- Operating campuses overseas in association with international partners e.g. the Tourism College in Hainan, China;
- Fostering relationships with industry and business in countries where we are active, to include Irish organisations.

Internally, our efforts will concentrate on:

- Incorporating an international perspective into all programme design and re-design;
- Implementing policies that facilitate international engagement, and promote staff and student exchange programmes to increase international participation, exposure and experience;
- Providing international work placements and opportunities to volunteers overseas as part of TU Dublin programmes;
- Ensuring an ethical approach to international students;
- Globalising both the physical and virtual dimensions of TU Dublin.

Structurally, international activity will be co-ordinated and managed through a dedicated entity within the university itself.

[28]www.dit.ie/hothouse/newsevents/mediacentre/hothousevideos/beinspired

Table 3: Typology of International Activities

Internationalisation	Type of Objective	Principal Characteristics	Benefits
As 21st Century Educational Imperative	Expose TU Dublin students to a globalised campus	– Vibrant multicultural campus; – Programmes leveraging cultural diversity & gobal perspectives; – Staff & student exchange programmes; – Sought after internationally recognised qualifications delivered in a supportive environment.	– Enhanced student experience; – Sought after internationally recognised qualifications.
As UG Enrolment Mechanism	Recruit high performing UG students	– Quality marketing & recruitment; – School & college relationships; – Sustainable pipelines to quality programmes.	Sought after qualifications
As PG Enrolment Mechanism	Recruit capable PG students into sustainable taught and research programmes	– Quality marketing & recruitment; – College & university relationships; – Sustainable pipelines to centres of excellence.	Sustainable centres of excellence
As Partnership	Strategic campus alliances with a select number of global partner institutions	– Joint programmes; – Staff & student exchanges; – Global citizenship.	Staff and student access to leading-edge facilities and peers
As Joint Research Venture	Generate revenue and other opportunities with an international partner	– Global 'hub' development overseas; – Revenue generation; – Joint campus 'recruitment pipeline' creation.	Staff and student access to leading-edge facilities and peers
As Sole Provider	To establish overseas presence for revenue generation	– Commercial focus & operation; – Distance & blended models; – Overseas campuses; – ESBi type model.	Increased reach and revenue generation
As Benchmarking Process	Share & import best practice models in HE	– Systems approach; – Academic, admin and support focus.	Enhance quality of provision
As Engine for Regional Development	Use educational bridges to to create regional business linkages	Partnership with Chamber of Commerce and individual companies to identify business opportunities for Irish companies	Marketing Dublin to the world
As International Aid Mechanism	Students and staff provide credible resources to help communities overseas	Formal systems allow staff and students to gain overseas experience via 'aid' programmes and volunteerism	A contribution to our global responsibilities

8 LEADERSHIP, MANAGEMENT AND GOVERNANCE

The university will have autonomous awarding powers to Level 10. Such autonomy balanced by transparency, accountability and stewardship of public funds will be the essential characteristics of governance in TU Dublin. Its structural framework will comprise:

- The *Board of Trustees*, to be comprised of local and international trustees, will bear ultimate accountability for the university and its affairs. In recognition of the importance of graduate attributes a convocation of alumni will survey and report annually to the Board of Trustees on this specific matter.
- The *Senate*, will be responsible for up-holding the academic standards and quality underpinning the university's awarding powers. Students, academic staff and management will each be afforded 33% representation.
- The *International Advisory Panel*, consisting of advisors from peer institutions worldwide, will report directly to the Board of Trustees and will support the international work of the university.
- *Special Advisory Boards*, reporting to the Executive Team, will bring external stakeholders to the centre of the university's governance arrangements. There will be multiple Boards, each one bringing the perspective of a particular constituency into TU Dublin.
- The *Executive Team*, under the auspices of the university President, will discharge executive leadership and management responsibilities.

TU Dublin's structural requirements have yet to be established, but some principles have been determined which will under-pin the eventual design. These include multi-campus delivery of programmes and services, where consistent with efficient use of resources as indicated in Figure 7 and the creation of senior roles for activities of high institutional significance.

	Campus 1	Campus 2	Campus 3
Discipline 1	√	√	√
Discipline 2	√		
Discipline 3			√
Discipline 4		√	√
Discipline 5	√	√	
Service 1	√	√	√
Service 2		√	√
Service 3	√		

Figure 7: Multi-campus Delivery of Programmes and Services

Services

Within TU Dublin, attention will be given to both the technical and relational aspects of service provision. Given the diversity of learners, it is recognised that one size will not fit all. The model for learning in TU Dublin will underpin the provision of learner services, physically and virtually. As a consequence, an integrated offering of academic and non-academic services will be provided.

Our Staff

A critical dependency in the realisation of the TU Dublin vision will be the strategy adopted in relation to our staff. Along with new HR policies and practices, which we see as essential, more critical is the need for sufficient institutional autonomy to implement a new HR system tailored to the needs of a modern technological university. Examples of some elements of the HR system envisaged are:

- Equitable and flexible workloads centred on areas of individual expertise and interest;
  Example: Use of a workload model for academic staff whereby academic colleagues may concentrate on teaching in one year and in another year, work only on a research project.
- Recognition of excellence in areas such as teaching and learning, research and innovation and service provision;
  Example: Award of the title of Professor for outstanding contributions.

- Maintenance of leading edge technical knowledge and skills;
  Example: Enabling staff undertake a secondment to a leading company or public organisation, locally or internationally.
- An emphasis on staff taking responsibility for their own learning, whilst focusing on strengths;
  Example: Linking evidence of learning to promotion.
- Contractual conditions and work practices that facilitate flexible delivery of programmes and services.
  Example: Accessibility of programmes and service, day-time and evening, throughout the year.

In creating TU Dublin, it is intended that its ethos will value the professional experience and academic qualifications of all staff. To support this ethos, the HR system will have parity of esteem between teaching, research and engagement consistent with the nature of a Technological University.

A second critical dependency is the change process deployed. We are mindful that to truly create a different type of educational institution in Dublin, the process by which it is created must itself be different. Therefore, considerable attention will be paid to the methodologies used, and in particular to involving those likely to be impacted in a meaningful way. Consultation and negotiation with social partners will be an aspect of this. Such involvement, we believe, is the only sustainable means of achieving appropriate change while ensuring that necessary stability in all three institutes is maintained during the transition. The three institutions have already prepared a work plan to implement their vision for TU Dublin. The plan has been underpinned by this approach. Appendix 3 provides further detail on our approach to the change process.

Finance

In a context of recent sharp reductions in State funding, we anticipate that in the medium to longer term, TU Dublin will move incrementally towards a sustainable financial position, as it takes steps to reach the following objectives:

- Growth in student numbers across all campuses, to include 8% fee-paying international students;
- Delivery of courses on a 52 week per year basis, physically or virtually, and related usage of campus facilities;
- Sharing of services on a collaborative basis across university campuses and with other public services bodies and streamlining of course provision throughout;
- Adoption of an appropriate funding model for Junior Music provision.

9 CONCLUSION

TU Dublin's distinctive, rich contribution to higher education, enterprise and quality of life will help build the reputation of Dublin as amongst the most exciting, creative cities in the world. Its graduates will be Ireland's new employers, innovators and skilled professionals. At the heart of its success will be TU Dublin's capacity to engage others and bring about a real change in how higher education serves people and in how it addresses the major economic and social challenges facing our world. The TU Dublin Alliance of DIT, ITB and ITT hereby confirms its intention to seek the status of Technological University.

Appendix 1

Indicative forecast only. It is recognised that it cannot be exact.
Institution Name: Technological University of Dublin
Future Year 2017

STUDENT NUMBERS

Entrants

		% change over current
New Entrants (Full-time Undergraduate)	5000	6

Graduates

	Nos.	%
Undergraduate Graduates	5000	77%
Postgraduate Graduates	1500	23%
Total	6500	

Enrolments

	Full-time%	Part-time%	Total			Full-time%	Part-time%	Total
Other Enrolments (IoTs only)	**30**	**200**	**230**	**Other Enrolments (IoTs only)**	**%**	13%	87%	**100%**
Foundation	30		30	Foundation	%	100%	%	**13%**
FETAC Cert				FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert		200	200	FETAC Advanced Cert	%	0%	100%	**87%**
					%			
Undergraduate	**15,900**	**7,350**	**23,250**	**Undergraduate**	**%**	68%	32%	**86%**
Higher certificate	1,400	3,050	4,450	Higher certificate	%	31%	69%	**17%**
Ordinary Degree (L7)	4,200	1,700	5,900	Ordinary Degree (L7)	%	71%	29%	**22%**
Honours Degree (L8)	10,200	1,400	11,600	Honours Degree (L8)	%	88%	12%	**43%**
Occasional	100	1,200	1,300	Occasional	%	8%	92%	**5%**
Postgraduate	**1,510**	**2,130**	**3,640**	**Postgraduate**		41%	59%	**14%**
Postgrad Diploma/Cert	150	300	450	Postgrad Diploma/Cert	%	33%	67%	**2%**
Masters Taught (L9)	750	1,500	2,250	Masters Taught (L9)	%	33%	67%	**8%**
Masters Research (L9)	180	110	290	Masters Research (L9)	%	62%	38%	**1%**
PhD (L10)	430	220	650	PhD (L10)	%	66%	34%	**2%**
Occasional	-	-	-	Occasional	%	0%	0%	0%
Total Enrolments	**17,410**	**9,480**	**26,890**	**Total Enrolments**	**%**	**65%**	**35%**	**100%**

FTE	Research & Taught (L9/10)		2,575	Research & Taught (L9/10)	% FTE L8 and All PG	**19%**
FTE	Research (L9/10)		775	Research (L9/10)	% FTE L8 and All PG	**6%**
FTE	Research (L10)		540	Research (L10)	% FTE L8 and All PG	**4%**
FTE	Level 8 and all PG	11,710	1,765	13,475		

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	%
General Programmes	1%
Education Science	1%
Humanities & Arts	7%
Social Science, Business & Law	29%
Science	15%
Engineering, Manufacturing & Construction	22%
Agriculture & Veterinary	1%
Health & Welfare	10%
Services	14%
Combined	0%
Total	**100%**

Full and Part-time PhDs

	%
General Programmes	2%
Education Science	
Humanities & Arts	17%
Social Science, Business & Law	18%
Science	38%
Engineering, Manufacturing & Construction	23%
Agriculture & Veterinary	
Health & Welfare	
Services	2%
Combined	
Total	**100%**

STUDENT PROFILE

(% of Enrolments)		%	*New Entrants)*		%
Flexible Learners (Part-time, Distance, E-Learning)	9,480	35%	Mature Entrants (Full-time Undergraduate)	800	16%
note Distance and E-learning included in part-time numbers and craft L6 technicians					
International Students (Full-time)	1,400	8%	Estimate: Entrants with Disability (EAS***)	500	10%
Of which Non-EU		80%			

PROGRESSION Targets

Non-Progression Rate from 1st to 2nd Year	10%

STAFF & FINANCIAL DATA

	%
Core Staff	**100%**
Academic Staff	59%
Support staff	41%
Contract Research & Specialist Staff	**100%**
Academic Staff	70%
Support staff	30%
Total Staff	**100%**
Total Academic	56%
Total Support	44%

	%
Total Income	**100%**
State Grants	49%
Fees	28%
Research Grants & Contracts	9%
Other Income	14%
Total Expenditure	**100%**
Core - Pay	66%
Core - Non-Pay	25%
Research Grants & Contracts - Pay	4%
Research Grants & Contracts - Non-Pay	5%

Staff Qualifications (as % of total FTE academic staff including research	%
Full-time Academic Staff with PhD qualification	45%
Full-time Academic Staff with PhD or Masters qu.	90%
All Academic Staff with PhD qualification	
All Academic Staff with PhD or Masters qualification	

Note: The number enrolled under other enrolments are not considered for meeting the 30% part-time criteria

Appendix 2

TU Dublin – DIT, ITB, ITT
Profile 2010/11

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	4,698

Graduates

	No.	%
Undergraduate Graduates	4,422	80%
Postgraduate Graduates	1,074	20%

Enrolments

		Full-time	Part-time	Total
Other Enrolments (IoTs only)	**No.**	**31**	**3,269**	**3,300**
Foundation	No.	31	0	31
FETAC Cert	No.	0	0	0
FETAC Advanced Cert	No.	0	3,269	3,269
of which are apprenticeships	No.	0	3,039	3,039
Undergraduate	***No.***	***15,264***	***4,151***	***19,415***
Diploma/Cert	No.	1,340	688	2,028
Ordinary Degree (L7)	No.	4,070	1,252	5,322
Honours Degree (L8)	No.	9,706	1,040	10,746
Occasional	No.	148	1,171	1,319
Postgraduate	***No.***	***1,199***	***1,373***	***2,572***
Postgrad Diploma/Cert	No.	144	197	341
Masters Taught (L9)	No.	674	981	1,655
Masters Research (L9)	No.	111	53	164
PhD (L10)	No.	270	72	342
Occasional	No.	0	70	70
Total Enrolments	**No.**	**16,463**	**5,524**	**21,987**
Distance Education	No.			637
E-Learning	No.			80
In-Service Education	No.			34
Total Enrols incl. Flexible Learning	**No.**	**16,463**	**5,524**	**22,738**
Research & Taught (L9/10)	FTE			1,608
Research (L9/10)	FTE			444
Research (L10)	FTE			306

		Full-time	Part-time	Total
Other Enrolments (IoTs only)	**%**	**1%**	**99%**	**100%**
Foundation	%	100%	0%	1%
FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	%	0%	100%	99%
of which are apprenticeships	%	0%	100%	92%
Undergraduate	***%***	***79%***	***21%***	***88%***
Diploma/Cert	%	66%	34%	10%
Ordinary Degree (L7)	%	76%	24%	27%
Honours Degree (L8)	%	90%	10%	55%
Occasional	%	11%	89%	7%
Postgraduate	***%***	***47%***	***53%***	***12%***
Postgrad Diploma/Cert	%	42%	58%	13%
Masters Taught (L9)	%	41%	59%	64%
Masters Research (L9)	%	68%	32%	6%
PhD (L10)	%	79%	21%	13%
Occasional	%	0%	100%	3%
Total Enrolments	**%**	**75%**	**25%**	**100%**
Distance Education	%			2.8%
E-Learning	%			0.4%
In-Service Education	%			0.1%
Total Enrols incl. Flexible Learning	**%**	**72%**	**24%**	**100%**
Research & Taught (L9/10)	% FTE L8 and All PG			13.3%
Research (L9/10)	% FTE L8 and All PG			3.7%
Research (L10)	% FTE L8 and All PG			2.5%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	46	1%
Education Science	39	1%
Humanities & Arts	342	7%
Social Science, Business & Law	1,385	29%
Science	727	15%
Engineering, Manufacturing & Construction	1,018	22%
Agriculture & Veterinary	33	1%
Health & Welfare	471	10%
Services	637	14%
Combined	0	0%
Total	**4,698**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	6	2%
Education Science	0	0%
Humanities & Arts	57	17%
Social Science, Business & Law	63	18%
Science	130	38%
Engineering, Manufacturing & Construction	78	23%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	8	2%
Combined	0	0%
Total	**342**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	6,275	28%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	826	19%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		62%
from the institution's county and bordering counties		82%

(% of New Entrants)	No.	%
Mature Entrants (Full-time Undergraduate)	761	16%
Estimate: Entrants with Disability (EAS)	406	9%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	1,133	24%

INTERNATIONALISATION

International Students (Full-time)	No.	%
(% of Full-time Enrolments)	250	2%
EU	59	24%
Non-EU	191	76%
Erasmus Students Outgoing (excl. work placements)	246	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	15%
Level 7	N/A
Level 6	N/A

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.3
PRTLI Funding 2010 (in € 000)	4,273
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	N/A
Relative Citation Impact (World Average = 1)	N/A

FP7 Income 2007-2010 per Academic Staff	€1,830
IRCSET Funding 2010 per Academic Staff	€234
IRCHSS Funding 2010 per Academic Staff	€142
SFI Funding 2010 per Academic Staff	€987
TSR Funding 2010 per Academic Staff	€906

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	9
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	26	
Spin-out companies created	7	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**2,233**	**100%**
Academic Staff	1,325	59%
Support staff	909	41%
Contract Research & Specialist Staff	**200**	**100%**
Academic Staff	39	19%
Support staff	161	81%
Total Staff	**2,433**	**100%**
Total Academic	1,363	56%
Total Support	1,070	44%
Non-Academic/Academic Staff Ratio (Core)	0.7	
Student/Academic Staff Ratio (FTE/Core)	14.5	

Staff Age Profile (Proportion of Staff aged...)	%
20-39	30%
40-54	47%
55 and above	22%

Staff Qualifications (Proportion of...)	%
Full-time Academic Staff with Masters or higher qual.	82%
Full-time Academic Staff with PhD qualification	29%
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

FINANCIAL 2009/10 DATA

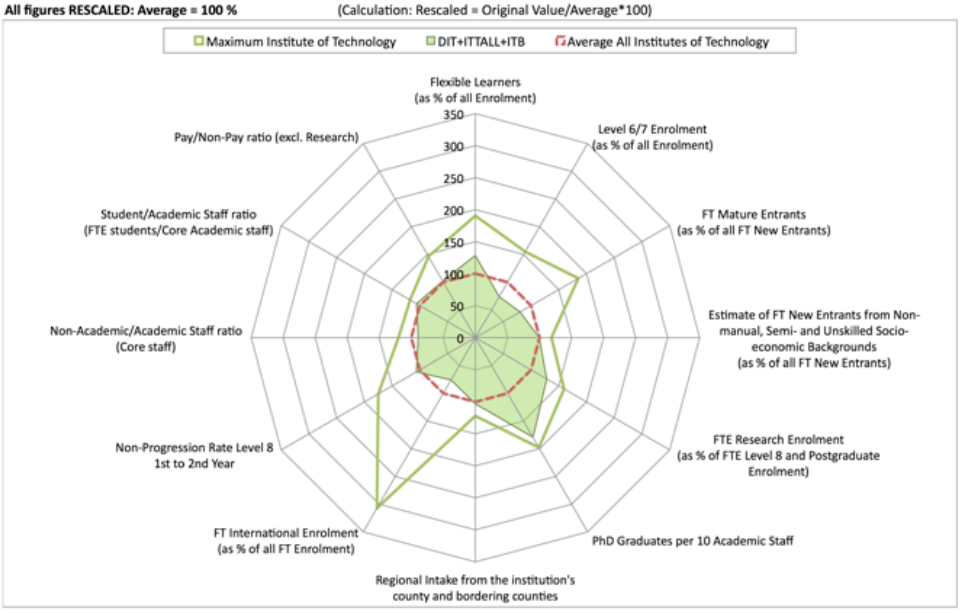
	€ 000	%
Total Income	**250,507**	**100%**
State Grants	123,538	49%
Fees	71,303	28%
Exchequer	25,780	10%
Non-Exchequer	45,523	18%
Research Grants & Contracts	20,072	8%
Other Income	35,594	14%
Total Expenditure	**243,973**	**100%**
Core - Pay	160,816	66%
Core - Non-Pay	60,721	25%
Research Grants & Contracts - Pay	9,627	4%
Research Grants & Contracts - Non-Pay	12,809	5%

Exchequer/Non-Exchequer Fees Ratio	0.6
Pay/Non-Pay Expenditure Ratio (incl. Research)	2.3
Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6

SPACE

	m²
Net Space per FTE Student	N/A
Gross Space per FTE Student	N/A

All figures RESCALED: Average = 100 % (Calculation: Rescaled = Original Value/Average*100)



Appendix 3

Our Approach to change

This submission was prepared collaboratively by the management teams of the three institutes using a combination of facilitated workshops and open space methods to maximise involvement. The process used is depicted in ***Figure 8.*** The student unions and a focus group of industry representatives provided preliminary input.

The preparation is part of the on-going process of engagement and inquiry with stakeholders, as depicted in ***Figure 9***. In creating a vision for TU Dublin, we are mindful that the new university will be shaped by the agendas of these multiple stakeholders, whilst we simultaneously shape theirs. Consequently, our quest is to find common ground amongst all involved, within the context outlined in this submission.

We are also mindful that to truly create a different type of educational institution in Dublin, the process by which it is created must itself be different. Therefore, considerable attention is being paid to the methodologies used, and in particular to involving those likely to be impacted in a meaningful way. Consultation and negotiation with social partners will be an aspect of this. Such involvement, we believe, is the only sustainable means of achieving appropriate change while ensuring that necessary stability is maintained.

Engagement with staff, students, trade unions, enterprise, community groups and others will accelerate in the 2012-13 academic year. This will be undertaken alongside work to scope out the practical steps needed to create a single entity through the convergence of the three institutes. Work on these steps is underway, in accordance with the work-plan outlined in ***Figure 10***.

We recognise the magnitude of the change journey we are embarking on. To the forefront of our minds is recognition that TU Dublin in essence will be a web of interconnected and interdependent relationships. Our locus of attention will be on these relationships throughout and our approach informed by complex responsive processes theory. Widespread use will be made of appreciative inquiry and open space methods, along with a range of others.

Figure 8: Preparation Process - HEA Submission

Figure 9: Stakeholder Engagement – TU Dublin

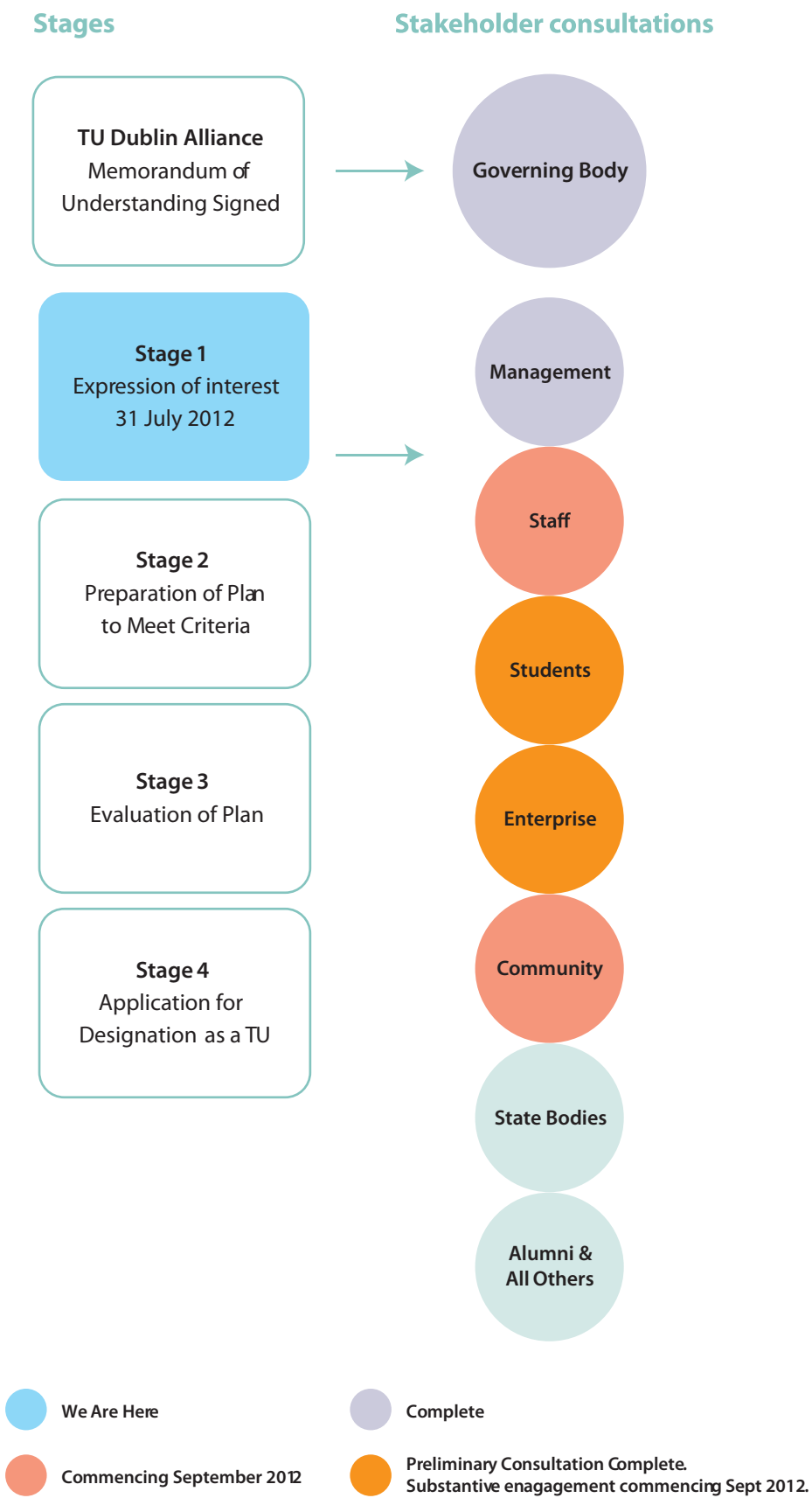
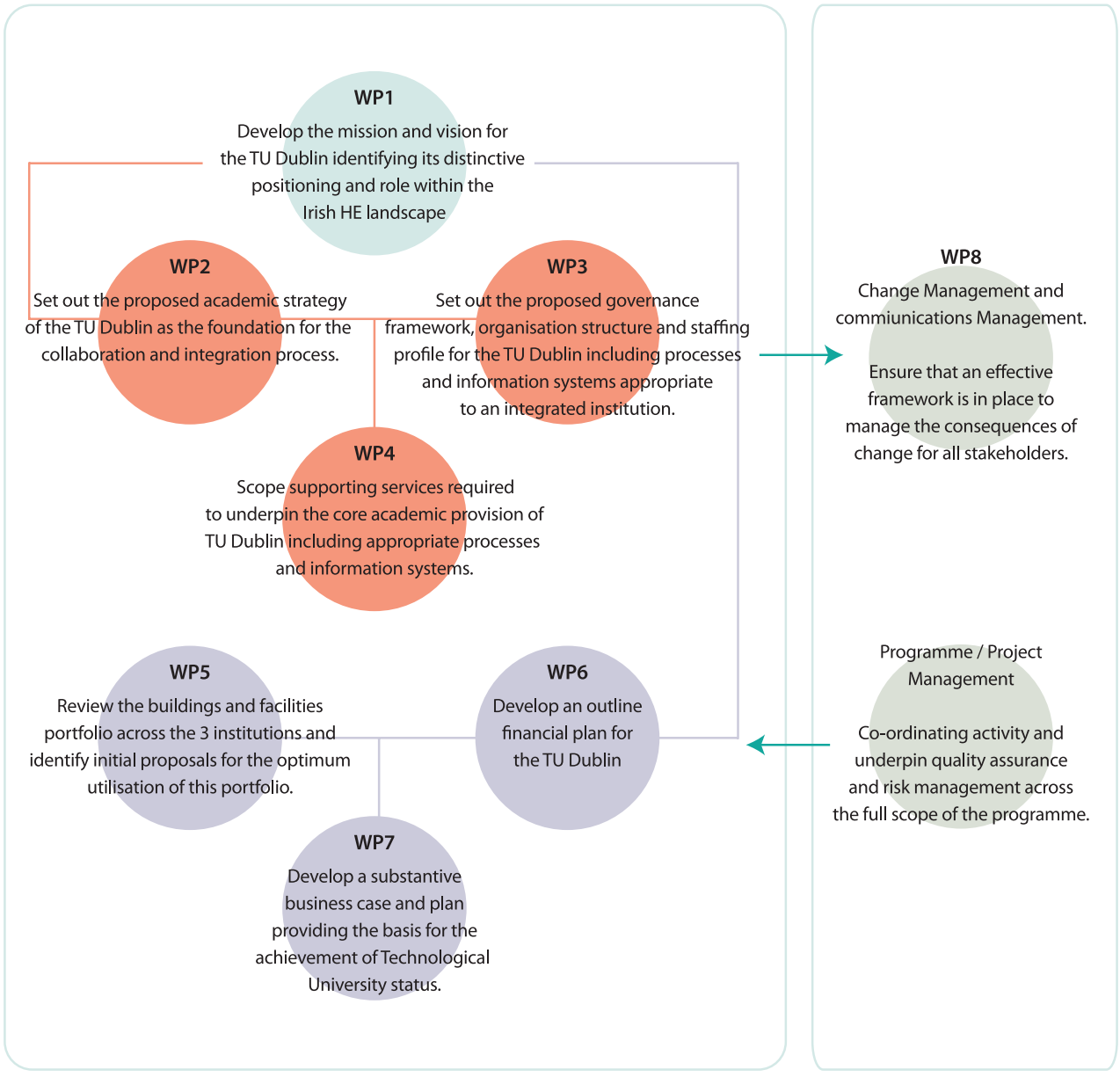


Figure 10: TU Dublin – Outline Work Plan (Phase 1)



Appendix 4

Acronyms and Abbreviations

CPD	Continuing Professional Development
CTVR	Centre for Telecommunications Value-Chain Research
DCC	Dublin City Council
EU	European Union
EUA	European University Association
EU Atlantis	EU-US agreement supporting consortia of higher education to improve their education services
FE	Further Education
FTE	Full Time Equivalent (Normally 50% of the part-time number)
HEIs	Higher Education Institutions
Hothouse	Innovation and Technology Transfer Office at DIT
HR	Human Resources
IAU	International Association of Universities
IBEC	Irish Business and Employers Confederation
ICT	Information and Communications Technology
IP	Intellectual Property
MRSA	Methicillin-resistant Staphylococcus aureus
NAI	National Archives of Ireland
NESF	National Economic and Social Forum
NLI	National Library of Ireland
PRTLI	Programme for Research in Third-Level Institutions
QA	Quality Assurance
RTE	Raidió Teilifís Éireann
SIF	Strategic Innovation Fund
RMIT	Royal Melbourne Institute of Technology
TG4	Irish language television channel
TNI	Tyndall National Institute
TU	Technological University

Appendix 2

Overview of the Grangegorman Campus development

Figure 1. – Representation of the Grangegorman Campus Masterplan

DIT is currently engaged in an exciting programme to develop an entirely new urban campus on the 73 acre brown-field site at Grangegorman in Dublin's north inner city. This development will consolidate all of DIT's activities, accounting for almost 10% of all higher education provision, from more than 30 separate sites across the city on to a single campus. The project will be delivered over a number of phases, with the first 1,000 students and staff moving there in 2014 and the site ultimately accommodating over 25,000 students and staff. The development will represent the largest investment in higher education in the history of the State.

The campus will provide a state-of-the-art education and research core along with a substantial industry & science park and a range of other facilities. The campus also involves co-location of Health Service Executive (HSE) health facilities and a primary school for the area.

Figure 2. – Composition of the Grangegorman Campus Elements

The design of the Grangegorman campus aims to underpin DIT's learning and teaching philosophy and provide a quality student experience through facilitating modern higher education pedagogies and methodologies. The brief that informed the development of the masterplan for the site is attached and full details of the plans can be found at the following link:- http://www.ggda.ie/strategicplan.html .

As of September 2013 the redevelopment of the Grangegorman site is well underway. Building plans to date include refurbishment of ~8,000 m^2 of existing protected structures to be brought back into use for educational purposes. Over 1,000 students and staff from Art, Design, and Social Sciences will be on site in these 'Refurbished Facilities' by 2014, with the development of matching student support, recreation, and sporting facilities. Work will also shortly commence on the new 4,700 m^2 'Greenway' building (funded by PRTLI and Enterprise Ireland) that will house facilities for environmental sciences activities and an incubator to support new start-up companies.

In July 2012, the Government Stimulus Package included a decision to advance two Public-Private Partnership (PPP) elements of the campus for 2017. These will result in the development of two building quads (value - €180 million) that will see the relocation of circa 10,000 Science, Engineering, Media, Culinary Arts and Tourism students onto the campus, representing over 50% of the current DIT student population. Construction for these 'Central' and 'East' quads is planned from April 2015 to August 2017. To underpin these developments general site infrastructure is being renewed and some older buildings that are not protected are being demolished. This work along with new utilities and landscaping will be constructed from October 2013 to September 2014.

A summary of the key relocation milestones for the project are as follows:-

1.	Relocation from Mountjoy Square, Portland Row and Temple Bar to the 'Refurbished Facilities' - 2014
2.	Occupation of the 'Greenway' building - 2015
3.	Relocation of Kevin Street and Cathal Brugha St to the 'Central Quad' - 2017
4.	Relocation from Chatham Row, Rathmines, Aungier St (Media) to the 'East Quad' - 2017
5.	Relocation from the 'Refurbished Facilities' to the 'East Quad' - 2017
6.	Complete relocation of remaining provision to new facilities at Grangegorman - estimate 2025

Appendix 2(a)

DEVELOPMENT OF A CAMPUS FOR DIT AT GRANGEGORMAN

DUBLIN INSTITUTE OF TECHNOLOGY

Volume I

Strategic Brief

Institute Strategic Brief

Introduction

The Dublin Institute of Technology is creating a world-class higher education campus at Grangegorman. This campus will be designed to meet a higher education environment which underpins and serves society by supporting the economic, social and cultural life of its citizens and reflects the changing nature and evolving character of education. The campus will be student-centred and resourced to meet the multiple needs of the Institute's current student population of 20,500 students with the potential to accommodate a further 1,000 full time students when completed and a further potential increase of 30% in the decade ahead. These students range from undergraduate to postgraduate, research students, full-time, part-time, apprentice students, traditional school leavers, mature students, economically disadvantaged students, students with disabilities, international students and students studying junior music.

The primary aim of the development is to allow the Institute realise its Strategic Plan. The campus will meet the needs of the Institute's various student groups as well as the demands of an evolving learning paradigm. It will reflect the complex interaction between the learning environment (formal and informal), research facilities/centres/institutes, interaction with industry and the community while providing cultural, recreational and sporting facilities and student accommodation. Technology will be a key enabler on the new campus.

In developing the campus the Institute will be seeking to optimise the collocation of its activities as a means of promoting learning, research outputs and interaction with industry and the community. This interaction will be critical to the development of cross-faculty and interdisciplinary activity and to the generation of new educational programmes and research opportunities. In keeping with Government policy the Institute will seek to maximise third stream income generation on campus in order to underpin its activities.

The Institute is committed to developing the campus at Grangegorman in partnership with industry, state agencies, government departments, research institutes, representative organisations, cultural groups, sporting bodies, Dublin City Council, the HSE and surrounding communities as a means of creating a central resource to all stakeholders.

The Government decided in 2002 to deliver the project by way of a statutory development agency. The Grangegorman Development Agency Act of July 2005 established such an agency. At the launch of the Grangegorman Agency Bill Minister Hanafin confirmed that the Grangegorman Development Agency would;

> *.... manage the site as agent for the Eastern Regional Health Authority (now HSE), the Dublin Institute of Technology and the Departments involved.*

This briefing document sets out DIT's vision for its future development as the basis for a masterplan to encompass DIT's total relocation to Grangegorman. A portion of the site will be retained and developed by the HSE, which is similarly preparing a briefing document. The overall site strategic plan will integrate the requirements of DIT and the HSE and their respective government departments.

The Grangegorman Development Agency Act (2005) provides for the preparation of a '*strategic plan*' for the development of the Grangegorman site. This strategic plan will be informed by principles set out within the *Dublin City Development Plan 2005-2011*. Dublin City Council has designated the Grangegorman site as a specific development area and, as such, the site forms part of an overall Framework Area within the *Dublin City Development Plan*. The plans for the development of the campus must take account of, and be integrated with, other plans for the social, economic and physical renewal of the North West Inner City

and with well developed linkages to the HARP area, Stoneybatter, Broadstone and King's Inn areas. It is intended that the development would provide a major stimulus to the regeneration of the Grangegorman area.

This document is an executive summary, supported by extensive additional information and reports contained in accompanying volumes.

DIT's Development Vision

The aim of the DIT campus at Grangegorman is to create an attractive vibrant learning environment and campus life, that encourages the development of an interdisciplinary and modular pedagogy, that encourages collaborative research, alliances with enterprise and creative practice, that is sufficiently flexible to meet the changing needs of society and education in the 21st century, and that recognises DIT's role as a cultural, educational and technological institution interfacing with society while responding to national economic and social imperatives. The development will create a new and dynamic campus which will make a significant contribution to the regeneration of the area.

The campus will represent a flagship development within higher education in Ireland and incorporate leading edge design, educational innovation and technology reflected by;

- Innovation in the manner DIT delivers and manages learning and research;
- A learning environment which is 'educationally alive';
- Learning and research activities that are visible to students, staff and visitors alike;
- The adoption of principles of long term environmental sustainability as a hallmark of the campus;
- Quality urban design and a strong integration between the campus and the surrounding city;
- A range of provision on campus which offers a rounded mix of high quality educational, social and recreational facilities for the student, staff and the wider community;
- A density of population, facilitating the maximum possibility for collaboration between faculties and disciplines;
- An environment which provides a faculty/discipline based identity while equally advancing an overall Institute identity;
- A focus on building a strong alliance with industry on campus through an enterprise technology centre/hub complemented by alliances with industry off-campus in support of economic development and collaboration with professional bodies;
- A focus on flexible building design to encourage and promote synergy, integration and intellectual interaction;
- A major focus on the optimisation of 'balance-space'; corridors, stairways, halls, as learning and social spaces for campus user groups;
- A strong focus on technology as a driver in learning, research and administration;
- Research facilities which reflect the central role of DIT in the generation, application and exploitation of new knowledge; and
- Flexibility of layout that will accommodate future potential expansion of at least 30%;

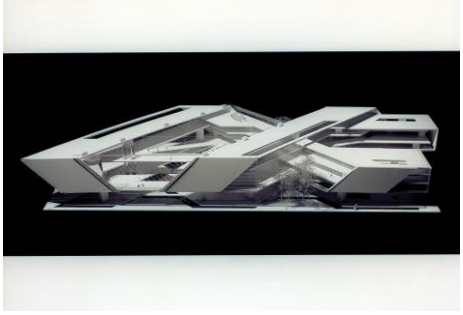
In pursuing this overall vision synergy and coordination will be sought with the requirements of the HSE in such areas as

- Joint academic and health activities
- Future research and development activities
- Site infrastructure and utilities
- Site management and maintenance

Multi-level, Learner Centred Environment

The campus will provide a student-centred learning environment that encourages and promotes learning and which extends beyond traditional higher education environments to accommodate new learning paradigms/strategies and evolving student constituencies. This environment will:

- Provide a learning environment of the highest quality for academic staff and students, in which a new student centred learning paradigm is being fostered with a focus on the active participation by students in their own education. The learning environment will need to facilitate and support learning strategies such as problem based learning and group self-learning and learning experiences including project elements and student work experience.
- Foster a culture of creativity and innovation;
- Have the capacity, flexibility, and built environment, to enable the Institute to evolve and adapt its programmes and activities over time in response to changing circumstances and emerging knowledge and research supportive environment;
- Accommodate the delivery of programmes and modules through technology mediated learning, in particular, through the use of e-learning, WebCT and distance learning methodologies;
- Accommodate new interdisciplinary programmes and research which characterise the new knowledge economy and create a new synergy between and across disciplines;
- Provide appropriately for an evolving and diverse student body incorporating mature students, students with disabilities, continuing education and second chance students with a particular focus on catering for those students from economically disadvantaged backgrounds;
- Provide an infrastructure which will allow the Institute reach out into the external environment and deliver programmes off-campus, in out - reach centres, in industry, and with other educational institutions;
- Provide a range of learning spaces that are bookable by both staff and students.



- Learning spaces to embrace the following key concepts:
  - Mobility
  - Flexibility
  - Access
  - Technology enabled
  - Information access e.g. TV, radio, internet
  - Variable lighting control
  - Sustainability
  - Ambience - comfortable, well-designed, welcoming
- A balance to be achieved in terms of the distribution of different kinds of learning spaces, according to pedagogical and departmental needs and objectives i.e. a 'fit for purpose' approach.
- Provide at its core a central Learning Hub accommodating:
  - Library/learning resource centre
  - Information commons
  - Language centre;
  - Large lecture theatres/conf. centre
  - Centre for Visual, Performing and Media Arts
  - Integrated Science provision

Additional information relating to the learning paradigm is contained in Appendices 1, 2, 3, 13 & 14, of Volume II. Appendices 2 & 9, Volume II contain additional information concerning the Learning Resource Centre and other central facilities.

Research Supportive Environment

The increasing importance of research and post-graduate education is one of the single largest changes in third level education in the last 20 years, and indeed has led to the emergence of a "fourth" level. DIT has substantially increased it levels of post-graduate and research activity, and has created a number of centres dedicated to supporting individual areas of enterprise and industry. The thrust of government policy is to continue to grow these activities to underpin the move to a knowledge society, indicating the need to allow for significant expansion going forward. The campus must have the necessary physical infrastructure to underpin DIT's role in advancing Ireland's progress to a knowledge society. The scale and complexity of modern internationally competitive research is such that major research initiatives will be in collaboration with other institutions and bodies. An integrated campus in the heart of a European capital city can provide an ideal location for major national and international research facilities. Much of modern research is in the arenas of healthcare and life sciences and the co-location of health and education activities on the one site offers a unique opportunity to build on these trends.

Along with the direct outputs of research is the realisation that high quality undergraduate courses can only be provided in an academic learning environment that is underpinned by a vibrant research culture. Research activity must have a high profile, allowing all our students to understand the important role that research is playing in their education. For practical and operational reasons research will be carried out in specialised centres and institutes that partner with faculties and form a bridge to industry, commerce and the whole of society.

These dedicated facilities need to co-located with their related disciplines/faculties, but in such a manner that they can expand in future. The campus should:

- Enhance and promote an ethos of research and scholarship.
- Reflect that ethos in the nature of the research buildings, their proximity and integration with other academic facilities, and accessibility to industry and innovation in a welcoming environment.
- Provide a high profile for research activity, emphasising its physical expression, visibility, and achievements and in so doing optimise the profile and dissemination on campus and throughout the wider community.
- Provide for designated research centres and institutes developed in accordance with the Institute's Strategy for Research and Scholarship and in response to national and international priorities.
- Facilitate the nexus between 'teaching and learning', 'research and scholarship' and 'industry interaction';
- Provide a setting that encourages partnerships with other dedicated research areas within higher education and industry in both a national and international framework, particularly in life sciences;
- Provide a setting that encourages dialogue between researchers from all backgrounds, thereby engendering interdisciplinarity;
- Have capacity for significant growth to flexibly respond to emerging research topics.

THE FUTURES ACADEMY digital media centre

Alliances with Industry

The Grangegorman campus will provide a new vision for industry / academic alliances reflected in a significant and integrated industry presence on campus, rather than "nearby". A commitment to at least 50,000m^2 of industry/enterprise space, representing ~20% in total, will help foster a new dynamic, with daily formal and informal contacts and interactions between, students, researchers, and knowledge workers. It is envisaged these facilities will host a range of clients, from the small start-up to research functions of major corporations, professional bodies and all manner of knowledge intensive enterprises. Locating on campus will facilitate learning, research, innovation, technology transfer and employment opportunities. It will:

- Accommodate a major industry centre on campus which will be developed flexibly to provide for incubator units, near market units, joint development entities and leasable facilities;
- Facilitate a strong industry presence on campus to underpin a growing involvement in the development and application of new learning methodologies and content
- Provide, in the centres and in other locations on campus, including within dedicated research clusters, for collaborative initiatives between the Institute and industry in training, consultancy and research;
- Make specialised provision for company training, building on DIT's strengths in a wide variety of niche areas;
- Provide high quality executive training facilities appropriate to DIT's growing role in this area; and
- Provide a focus for an expanded role in supporting local economic development and enterprises.

Appendix 4, volume II contains additional information with respect to alliances with industry.

Artistic & Cultural

A focal point of the Grangegorman campus will be the Centre for the Visual, Performing and Media Arts. This will provide an integrated home for DIT's currently widely dispersed provision in fine art, photography, music and drama, design, journalism and digital media. As the name implies the faculty is firmly rooted in an ethos of practice, which demands that the students have suitable venues and opportunities for performance, display and exhibition. The Institute is keen to build upon the possibilities of this unique combination of venues in cooperation with other bodies, institutions and the City Council.

- An integrated and vibrant performance, exhibition, teaching and research facility, serving staff and students and the wider community including music performance venue(s), gallery space, and exhibition space
- A public venue for DIT exhibitions and performances as well as visiting artists and performers.
- An outdoor performance venue
- Art & installation as an integral part of all buildings
- The campus as setting for sculpture

Additional information with respect to artistic and cultural facilities is contained in the Faculty of Applied Arts Submission in Volume III of the Strategic Brief.

Campus Life

A key attribute of the new campus is that it should provide a vibrant, attractive, secure and supportive environment for all students. The campus should offer:

- A single convenient location for all student services with a common front of house.
- A centrally located student recreation centre/student union, including a multi-purpose "black-box" type veniue.
- Student services to be close by recreation/student union and clubs & societies facilities creating a vibrant student hub, distinct from more academic parts of the campus
- A secure environment with active and passive surveillance.

A Residential Campus

Until the mid-1990's most third level students in Ireland lived off campus. However increasing difficulties by students in securing suitable accommodation led to the rapid construction of student accommodation associated with or on colleges campus'. This has led to the situation where typically 15%-20% of the student cohort live on campus, solving the immediate problem but also contributing to a more vibrant campus environment. DIT student accommodation should seek to:

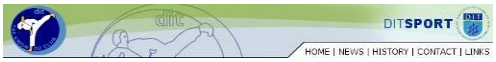
- Foster a sense of community and belonging
- Create a safe, secure and supportive environment for all residents
- Be closely linked with recreational , commercial and indoor sporting facilities
- Cater immediately for 20% of the student cohort
- Plan for expanding numbers and a further increase in on-campus living to 30%+ in balance with supply in surrounding communities.
- Have easy and direct access on and off campus

Sporting and Recreational Facilities

The campus provides an opportunity to provide much needed sport and recreation facilities. DIT has a clear policy to promote sport for all, but also aims to cater for established clubs, and also athletes enrolled under the DIT sports scholarships programme. With the support of civic and national bodies these facilities can be expanded to support use by local groups and residents. Given the accessible city centre location there is also the opportunity to provide major specialised facilities of a regional nature, perhaps in collaboration with other civic or sporting bodies. The objective of the DCC Development Plan "to ensure the existing environmental amenities are protected in any future use of these lands" is fully compatible with DIT's desire to maintain a significant element of open space, including playing pitches. It

is envisaged that the indoor sporting facilities will be located close to student residences and other student focused recreational and support facilities, and will be publicly accessible.

- An indoor sporting and recreational complex to include a swimming pool, large area of aerobic exercise and weights machines with free weights, large sports hall, two smaller halls, squash and handball alleys, and a climbing wall.
- Outdoor pitches for GAA (championship level), GAA practice, Soccer, Rugby, all-weather general purpose and hockey
- Tennis courts
- Campus jog loop
- Utilisation of any water bodies for water polo and/or diving
- Plan to support at least one sport at regional/national level.
- Consider restoration of handball alleys



Appendix 5 contains additional information with respect to sporting and recreational facilities.

On Campus Income Generation/Commercialisation

Minister Hanafin at the second stage reading of the Grangegorman Development Agency Bill in November of 2004 indicated that
" all commercial activity will be linked directly to the education centre, perhaps in the form of enterprise incubator units where research facilities will be based and research activities ancillary to health services or wider education services."

DIT will be seeking to maximise the income generation potential of the campus. The two major revenue generating elements will be the student accommodation and the science enterprise park. But there will also be potential in the mix of retail outlets, such as general stores, bookstore, IT supplies, printing and reprographics, music, art & drawing materials and sporting goods. Also catering and restaurant facilities, crèche, and possibly a hotel all offers potential income streams. This mix of uses will contribute to a vibrant and self-sustaining community on campus for the following reasons;

- Income generation will fund developments which are critical to the completion of the campus and to the strategic objectives of the Institute.
- Such developments will extend to all areas of Institute activities and include educational, research, cultural, recreational, sports facilities and partnerships with industry;
- Commercial activities will contribute to the creation of a vibrant campus environment;

- It is envisaged that many commercial activities will need to be located in high profile and accessible locations on campus;

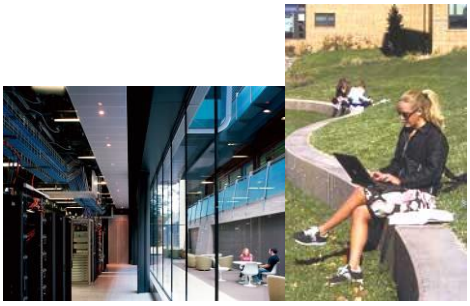
- Training restaurants of the School of Culinary Arts need to be easily accessed.
- The crèche needs to be easily accessible by car and linked to the teaching facilities of Department of Social Care.
- The relative disposition of academic and non-academic facilities on campus will be an important contribution to creating and sustaining a vibrant year-round campus environment and atmosphere.

Appendix 6 contains additional information with respect to on-campus income generation.

Information Technology

Information technology will be a defining characteristic of the new campus. The integration and application of technology provides an opportunity to create an innovative people focused learning environment supporting learning pedagogies, research, interaction with industry, the wider community and key stakeholders. In addition, through technology key Institute business processes can be delivered in an innovative and flexible manner. In planning the campus facilities technology will:

- Play a central role in underpinning the delivery of learning and teaching (on and off campus), research, links with industry and administration;
- Drive Institute processes to obtain greater levels of synergy across all Institute activities
- Be underpinned by a state of the art information technology infrastructure;
- Offer universal access to the IT network across the entire campus
- A central information commons offering supported 24/7 access to technology in a central location linked to the library.
- Smaller banks of open access computer facilities in a number of highly accessible locations.



Appendix 9 contains additional information concerning information and communication technology.

Identity

The Institute has its origins in technical education offered in a number of key locations across Dublin City for over a century. In many cases these particular locations are dedicated to a particular faculty/discipline, creating a significant identity and recognition with generations of graduates, industry practitioners, representative bodies and the general public. It is important in relocating to a new campus that:

- The campus will maintain the identity of each faculty while promoting an overall Institute image and vision
- There will be space (within faculty space) which students can identify as their home space for a programme of study; and
- Each faculty will have dedicated faculty designated specific spaces such as; workshops, studios, staff accommodation, social spaces, study areas/rooms/smaller lecture rooms, some breakout spaces, common rooms etc.

Sustainability

The city campus will be a visible expression of best international sustainable practice

DIT aims to lead by example and the new campus will be based on sustainable design and operational principles, visibly showcasing sustainable technologies This approach will also yield long term benefits in operational costs.

Design

In its design the campus will :

- Optimise the orientation and layout of buildings to utilise solar gain and natural illumination, while minimising adverse effects.
- Maximise natural light as the prime means of lighting of buildings.
- Maximise natural ventilation, minimise mechanical ventilation and air conditioning.
- Utilise passive thermal gain with high levels of insulation in all buildings.
- Prioritise flexibility and adaptability of individual buildings
- Employ life cycle costing in design decisions
- Make use of materials and finishes characterised by long life and low maintenance.
- Provision for a reasonable building lifetime such as 60 years with 2 major re-fits.

Operation

In its operation the campus will

- Optimise/maximise the use of alternative energy systems
- Showcase a variety of energy generation options, even if not currently viable.
- Minimise building energy demand by efficient space utilisation.
- Make visible and readily understandable a range of sustainable technologies and features across the campus.

Construction

During the construction of the campus the following principles will apply

- Reuse existing buildings and materials where feasible
- Minimise carbon impact of construction using lowest available embodied energy materials, e.g. local materials/products.
- Minimise construction waste.

Water

The campus design will

- Employs SUDS (Sustainable Urban Drainage Systems) in design and operation of the campus. Ultimately the campus should equal or improve existing impact in terms of run-off and waste water.
- Minimise water consumption
- Maximise reuse of run-off and waste water

Waste

In its operation the campus will

- Adopt a Waste Management Hierarchy based on a priority order of:
    - Avoid
        - Reduce,
            - Reuse,
                - Recycle,
                    - Disposal.

- Adopt a high visibility, comprehensive campus-wide paper, bottle, can, and plastic recycling program as a fundamental site service.

Urban Design and Planning Principles

The campus will be developed in a manner which seeks to create a sustainable environment integrating learning, working, living and leisure. The primary aim of the campus is to achieve maximum levels of interaction between students, staff, researchers, and enterprise partners. The development of the Grangegorman campus provides an opportunity to develop a new model for a city campus. Within its structure will be located many of the elements found in the larger city, places to learn, to eat, to meet, to work, to take exercise etc. Therefore it is natural to consider the campus as both an extension and mirror of the external world. Connections into and through the campus will integrate with the wider geography of the city.

Street oriented buildings with streets, paths and squares will form the urban character of the campus. However due to the requirements of education and learning the academic areas will be quieter than the hustle of a commercial sector. The density will be at the city scale with compact building forms to accommodate the campus activities and to ensure a lively public realm.

DIT at Grangegorman provides an opportunity for 'city building' while developing Grangegorman as an urban character area in the context of a working campus.

The urban campus will;

- Provide for high quality city building and urban design
- Incorporate landmark buildings of distinction, such as the library, the Centre for Visual, Performing and Media Arts and existing Protected Structures
- Develop a legible, attractive spatial and urban character combining the provision of new city space with high quality contemporary architecture and with the integration and re-use of significant and merited Protected Structures.

- Along main routes exploit key vistas and landscape features, Protected Structures and new landmark buildings;
- Develop an environment reflecting diverse architectural approaches while at the same time ensuring consistency with a coherent design vision for the site;
- Provide for a campus environment with a mix of uses, quality open space, innovation in the adaptation of existing buildings and integration of contemporary architecture of high standard while maintaining overall campus harmony, synergy and cohesion between buildings
- Develop the campus at a scale and height which reflects its city context consistent with the requirements of an educational environment, while at the same time retaining the existing environmental amenities and character of the overall site. Maximise the development potential of those areas of the site which lend themselves to higher density development, e.g. the area to the east of Grangegorman Road Lower which is adjacent to Broadstone station.
- Develop lively, attractive streets, squares and spaces which maximize orientation to the sun;
- Create secure and safe streets, squares and spaces which are the subject of passive surveillance;
- Exploit the unique character of existing Protected Structures to create attractive new urban spaces. For example the area to the west of the Clocktower building, once traffic calmed, provides an opportunity to create an attractive urban space unifying both sides of the campus, or the area to the rear of the Clocktower that will open to Constitution Hill and the LUAS.
- Develop permeability through the campus, with strong physical links to the surrounding areas while articulating what are public, semi-public and private spaces;
- Facilitate the physical integration of the Grangegorman, Broadstone, and King's Inn sites with each other and the City Centre through the development of a series of physical connections including pedestrian and cycle linkages and new transport

infrastructure;
- Create inviting, visually attractive new entrances to the campus

Landscape

Existing landscape features on the site represent an invaluable and unique resource with considerable amenity value that will enhance the character of the campus. The campus is a valuable green lung in the city. In the city development plan the site is zoned "Z12 Institutional Land (Future Development Potential)" where the intention is "To ensure the existing environmental amenities are protected in any future use of these lands." This has the requirement that "Where lands zoned Z12 are to be developed, a minimum of 20% of the site, incorporating landscape features and the essential open character of the site, will be required to be retained as accessible public open space." This is fully compatible with DIT's desire to create an attractive environment and to maintain a significant element of open space, including playing pitches. Particular consideration should be given to retaining many of the fine trees on site and to maintaining a range of habitats. Water treatment, run-off and amelioration may offer opportunities to develop attractive water features/habitats.
It is intended to;

- Retain, where practical, existing landscape features of value which contribute to the unique character of the Grangegorman site;
- Maximise the potential of existing landscape features to extend and create quality open spaces;
- Create a unified, coherent high quality landscaping scheme for campus which will act as a unifying feature throughout
- Exploit key views from and into the site.
- Complement the modern urban nature of the development

Protected Structures on Campus

Protected buildings and structures extend across the campus and include such landmark buildings as the Clocktower Building and the Lower House, both designed by Francis Johnson. Significant and merited Protected Structures that contribute to the overall campus environment should be adopted for campus use and be sympathetically integrated into the new campus.

It is envisaged that those buildings of particular merit be ordered as landmarks within the campus and become prestige buildings. Ideally their use should be for activities that involve a broad range of users, rather than limited to small specialised functions.

Links with Dublin City and the Local Community

While DIT meets unique national needs, the Institute has for over a century, contributed to the development of Dublin City. The Grangegorman campus will greatly advance the contribution that the Institute will make in the coming years. It is critical that the campus responds to and integrates into its urban environment and reaches out to the city in:

- Creating an inviting and welcoming environment to maximise accessibility to the campus in particular for the surrounding community with whom there are long standing strong linkages;
- Delivering community specific programmes on and off campus and supporting community initiatives through Office of Community Affairs;
- Promoting social cohesion by reaching out into schools and communities to enhance participation and access from disadvantaged groups;
- Linking with and supporting local industries
- Supporting and participating with Dublin City Council, local area bodies and interested parties in initiatives to increase employment within the area;
- On campus sporting, recreational and cultural facilities which are accessible to the wider community.

Access and Transport

Access and transportation are very significant issues to be addressed during the masterplanning process, particularly given the location of the site, history and current access arrangements. Access and transport arrangements on campus should reflect the particular needs of particular user groups, emergency services and disability access and also requirements in areas such as deliveries and goods inwards, waste and recycling, energy as well as accommodate the needs of the science park, commercial concessions, crèche, sporting facilities and cultural venues. The following issues should be explored:

- DIT will aim to retain its existing positive modal split between public and private transport by Institute students and staff.
- A strong focus on pedestrianisation on campus, through the creation of a pedestrian network of routes, squares and spaces, and a corresponding minimising of vehicular traffic throughout the site,

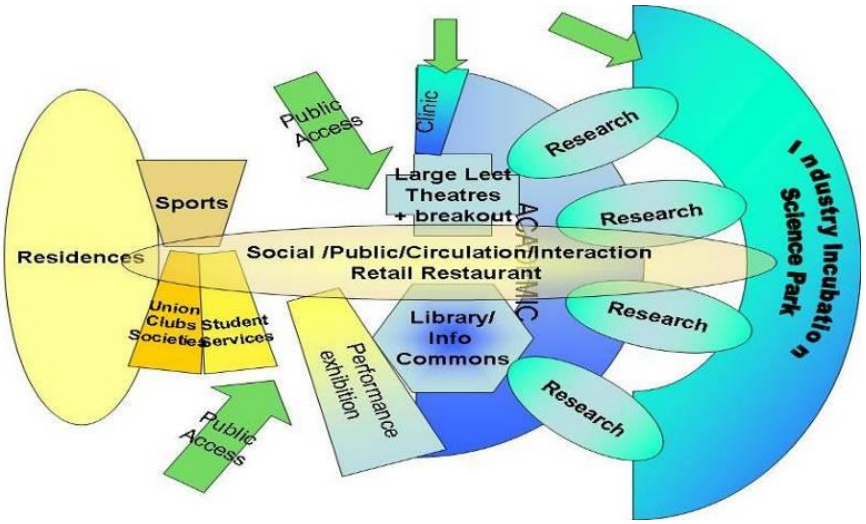
consistent with the creation of a safe and secure campus environment.

- The master plan should ensure no through routes for vehicles through the campus, other than possibly facilitating public transport.
- Opening pedestrian routes onto Prussia St/Manor St., such as through the Prussia St Shopping Centre, should be considered. In addition all existing entrances to the site should be reviewed with their access potential being assessed.
- The principal entry point(s) to the campus should be strongly marked to indicate arrival on campus and project an open and welcoming image of the Institute, particularly at the main entrance. An immediate information/orientation point and clear continuation routes into the main communication and public spaces of the campus should be provided;
- New vehicular and pedestrian entry points to the campus should be identified in particular with a view to opening access through the Broadstone site to Constitution Hill and potentially from North Circular Rd. and Prussia St. at the Junction with St. Joseph's Rd.;
- Positioning of buildings on campus and delineation of service routes must take account of the varying servicing requirements of faculties and other facilities, in terms of deliveries, sustainability, waste disposal and ongoing maintenance.
- Consideration should be given to establishing an entry point, pedestrian or other, through the site to the south of the Grangegorman campus directly in front of the Lower House and linking with Brunswick St. In addition such potential access should be in the context of linking the site and adjacent developments into the city such as Smithfield, etc.;
- Particular regard should be had to public transport and to the speedy delivery of the LUAS line extension (line D) to Broadstone and onwards on the existing reservation to Liffey Junction. Also the integration with the bus network, including the nearby quality bus corridors and their direct linkage with the campus;
- Traffic calming measures on Grangegorman Road Lower will

allow for the creation of a single campus uniting both sides of the overall site
- Consideration should be given to accommodating taxi rank(s) on campus, perhaps integrated with LUAS and bus

Campus Environment

Key principles for the campus are the maximum integration of related activities combined with flexibility and capacity for change within an ever-changing environment. Within this concept the focus will be on campus communication and interaction, how buildings relate to each other, how they relate to outside spaces, walking distances, convenience in accessing on-site facilities, etc. The various Institute faculties will create distinct microcosms and retain a strong identity but need to be linked to each other and to central facilities. The following points should be addressed;



- The overall development will aim to provide a quality environment, exploiting the potential of the site and the high quality of the buildings being provided.
- The campus will be a model of best practice in offering universal access.
- The campus environment will provide a mix of vibrant social spaces with areas of a calm 'academic' quality;
- It will embody efficient buildings and facilities that will operate all year round from early morning to late at night and which will take into consideration Irish climate conditions;
- Buildings with significant public access, such as performance venues, should be conveniently located close to main entry points and public transportation stops, preferably the Broadstone entrance.
- Means for safe, secure and comfortable pedestrian movement across the campus in all weathers at all times of the year.

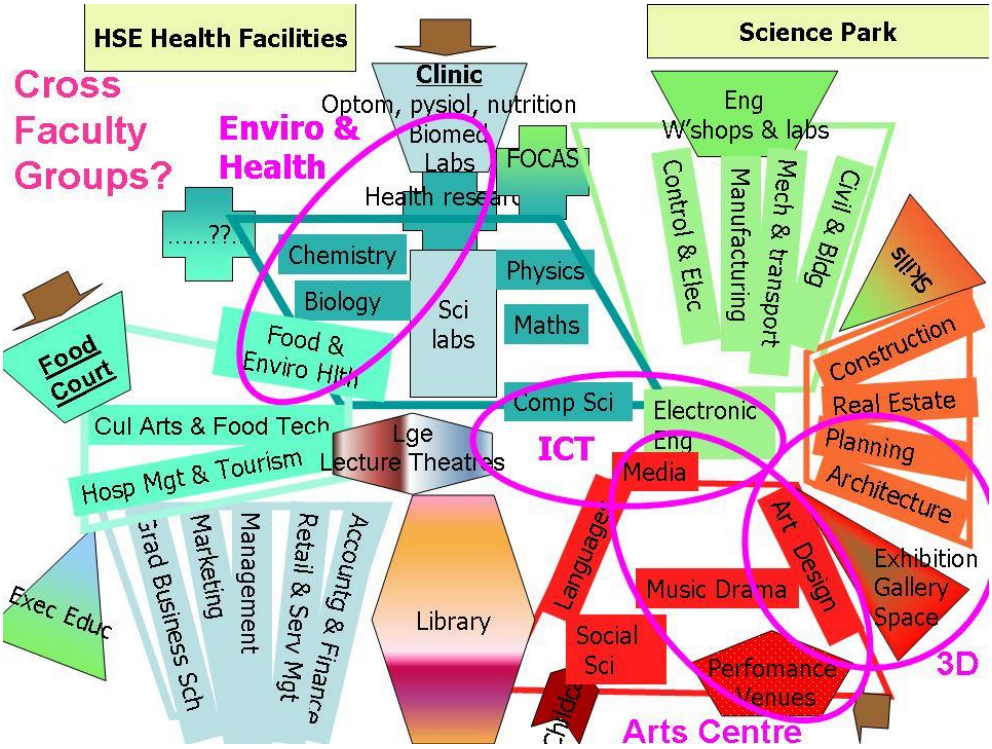
- There will be space provided within each faculty which students can identify as their home space for their discipline/ programme of study;
- Shared common Institute space to complement faculty specific space including: central lecture and seminar bank, examination hall, executive learning centre
- The provision of centralised academic facilities in centrally accessible locations
- Language facilities will be brought together in a dedicated language centre
- Science laboratories will be brought together to create a science cluster serving Science, Food & Tourism and Engineering Faculties
- Engineering facilities to be brought together in a single entity.
- Library provision to be provided within a central library resource.
- Provide for support administration on the basis of a set of institute wide support units on campus incorporating areas such as admissions, registrations, examinations, payroll, ICT centre etc. and combining currently dispersed provisions in these areas;
- Provide an executive suite to accommodate the Office of the President and non-faculty based Directors and their staff.
- Incorporate a central staff facility (common room etc) to promote cross-disciplinary interaction and discussion;
- Provide the flexibility of space necessary for the Institute to meet changing demands in the years ahead

Academic adjacencies

As all Institute activities are being relocated to a single campus for the first time, every opportunity should be taken to maximise and encourage cross-Institute interaction. The new campus should convey and reflect a clear, common Institute mission & culture for the organisation. It will need to facilitate:

- the maintenance and expansion of traditional positive linkages between faculties and schools across the Institute;
- the creation of adjacencies and physical linkages between faculties and with central services/administration/functional units and in the process enhancing synergies and cohesion within the Institute; and
- the evolution of new organisational structures and relationships as the Institute continues to develop and adapt to changing environments in the future.

An example of possible adjacencies is illustrated in the following diagram. This is not meant as a physical layout, but rather a grouping of activities close to each other that have some shared interests or activities. For example Science and Tourism and Food laboratory based facilities would be close together with laboratories closely integrated; art, design, and architecture all have need for major display and exhibition space, and share a common interest in 3D design – they could be grouped around gallery and exhibition space, (perhaps aiming to become the city gallery specialising in 3D design); electronic and electrical engineering have strong links with physics, activities across the faculties in ICT could be grouped into a major media, computing and communications area. There are many possible permutations and combinations that can be envisaged, it is important that the layout exploits the best of this one-off opportunity.



Proposed Phasing of Campus Development

The Institute aims to relocate as much Institute activity into quality accommodation on campus as rapidly as possible. It is proposed that at least ~50% of students be relocated in the initial move. The academic calendar is an important factor in relocation. For this reason particular attention should be given to the months June, July & August for relocation purposes. All efforts should be made to avoid "double" relocation i.e. that activities move directly to their final, purpose built .

The detailed phasing model will seek to:

- minimise building phases,
- minimise low occupancy of buildings (new and old),
- seek to match development to student numbers
- achieve maximum value in disposals
- an intial relocation of >50% of students
- Services to be developed in tandem with academic provision

Provisional Space Assignments

This floor area has been broken down as follows using a norms based assignment of space per student based on type and discipline. This is for a projected student population in 12,500 full-time students (including 1,000 FTE apprentices). Detailed calculations at individual faculty level are available and are being constantly refined. The figures are presented in the context of a core of ~140,000m^2 which formed the basis for the Government decision and the associated funding agreement. Additionally funded elements are additional facilities or expansions of the development that DIT sees as essential to the overall success of the campus which do not fall within direct exchequer funding.

	gross m^2	net m^2	net m^2
Dedicated Faculty Space			
Applied Arts *	8,455	5,918	
Built Environment	10,287	7,200	
Business	7,648	5,353	
Engineering	23,023	16,116	
Science	11,680	8,176	
Tourism & Food	9,640	6,748	
Sub Total			49,511
Specialised facilities for particular faculties			
Centre for Visual, Performing & Media Arts (for Applied Arts)	3,000	2,000	
Craft Training Centre (Built Environ & Eng)	11,428	8,000	
Science Laboratories (Sci, Eng, + Tour & Food)	7,142	5,000	
International Language Centre (App Arts)	1,715	1,200	
	23,286		16,200
Central Services and facilities			
Learning Resource/ Library	16,428	11,500	
Sports Centre (see iii below)	4,287	3,000	
Cafeteria, incl. staff common room	4,287	3,000	
Admin & Student support	10,000	7,000	
Learning & Teaching Centre	714	500	
Executive learning centre	1,428	1,000	
ICT Centre	2,142	1,500	
Large exam hall = 3x300 flat lecture theatres	2,142	1,500	
Central lecture and seminar bank	5,571	3,900	
	47,000		32,900
Sub Totals	**141,020**	**98712**	**98712**
Additional Campus Facilities* **			
Industry Centre (i)	50,000		
Student Residencies (ii)	50,000		
Sports / Student Social Centre (iii)	4,000		
Research Buildings (iv)	10,000		
Crèche Facilities (v)	1,000		
Commercial Concessions(vi)	10,000		
Additional Performance spaces etc(vii)	8,000		
Sub Total	**133,000**		
Total Space	**274,020**		

****Outdoor Sports Provision – 5 playing fields, tennis courts & running/jogging circuit*

** See Volume III OF THE Strategic Brief for Faculty Inputs*

 # See Appendix 2 for Learning Resource Centre

*** See Appendix 11 for Student Support Services*

^^ Given the projected growth of the Institute provision should be made within the masterplan for a potential expansion of 30% in overall space requirements (141,000sq mts +30%)

Additional Campus Facilities

These facilities are essential to the Institute and extend, complement and integrate campus learning and research facilities and when completed will create a harmonious and seamless campus. In addition, these additional facilities will provide opportunities for revenue generation and commercialisation on campus while also enhancing and augmenting public spaces and an overall urban design concept.

The following factors apply to their provisions

(i) State grant support would be available towards an element of this provision, i.e., a third-level institution's traditional industry centre housing incubator units, embryonic campus companies, etc. The balance would be provided on a phased basis on the basis of demand (initial provision of 15,000 m^2) through commercial funding and would be available to lease.

(ii) These would be expected to be provided through commercial funding and to accommodate 2,000 bed-places with single en-suite accommodation in a self-catering apartment type arrangement, with a gross average of 25m^2/bed.

(iii) The balance of the recreation/athletic and student social centre provision will be part funded through a student contribution, of which a significant proportion of which is already available. It is envisaged that the sporting facilities will also be open to local communities to use and additional state capital support will be sought. It is proposed that a public/student membership model would cover on-going recurrent operational costs. Given the strategic location efforts will continue to seek state funding for sporting facilities of a regional or national importance.

(iv) It is the intention to provide these facilities over time as the DIT continues to develop and implement its research strategy and obtain funding for the purpose from a variety of sources such as PRTLI, SFI, and other strategic initiatives.

(v) State grant support towards this facility would be expected.

(vi) The extent of this provision is a variable and would be determined in the light of discussions with interested parties; the concessions would be provided on a self-funding basis, through rental or leasing. The facilities should be strategically located at appropriate points on the campus, with particular reference to public spaces.

This is a variable figure dependant on private funding being made available. It refers in particular to possible expansion of proposals for the Centre for Visual & Performing Arts (+ 2,000 sq metres), and the expansion of the Examination Hall to create conferencing facilities

Working from a needs analysis, existing provision, and comparison with other institutions of similar remit, the following space assignment is proposed. This is for a full time student cohort of 12,500 students. Figures are net, with balance space added to give a gross figure. A provision for an additional 30% in academic space is also required.

The following table provides an alternative overview of space by type, giving an overall impression of the provision.

Category	**Grangegorman core funding**	**Additionally funded facilities**
Classroom, lecture, study	16000	
Undergrad Labs.	26000	
Workshops Craft/Apprentice	10000	
Post-graduate & Reseach labs	3500	6500
Academic Office	14000	
Library & Study	11,500	
Sport & Athletic	4000	2500
Food & Canteen	4500	1000
Commercial & Retail	0	10000
Plant & Maintenance	2500	
Central Admin & Student Sup't	6250	
Communal & Student Recreation	2500	500
Performance & Exhibition	3000	2000
TOTAL M^2 net	**103750**	**22500**
Balance (Non Assingable)	42500	6750
Total Gross	**146250**	**29250**
Student residential		50000
Industry and Incubation		50000
		275500

Appendix 3

Dublin Institute of Technology
Profile 2010/11

STUDENT NUMBERS

Entrants

	No.
New Entrants (Full-time Undergraduate)	2,914

Graduates

	No.	%
Undergraduate Graduates	2,996	75%
Postgraduate Graduates	1,008	25%

Enrolments

		Full-time	Part-time	Total
Other Enrolments (IoTs only)	**No.**	**31**	**2,388**	**2,419**
Foundation	No.	31	0	31
FETAC Cert	No.	0	0	0
FETAC Advanced Cert	No.	0	2,388	2,388
of which are apprenticeships	No.	0	2,183	2,183
Undergraduate	***No.***	***10,625***	***2,398***	***13,023***
Diploma/Cert	No.	761	240	1,001
Ordinary Degree (L7)	No.	2,116	549	2,665
Honours Degree (L8)	No.	7,600	861	8,461
Occasional	No.	148	748	896
Postgraduate	***No.***	***1,108***	***1,273***	***2,381***
Postgrad Diploma/Cert	No.	144	154	298
Masters Taught (L9)	No.	663	928	1,591
Masters Research (L9)	No.	62	50	112
PhD (L10)	No.	239	71	310
Occasional	No.	0	70	70
Total Enrolments	**No.**	**11,733**	**3,671**	**15,404**
Distance Education	No.			21
E-Learning	No.			N/A
In-Service Education	No.			34
Total Enrols incl. Flexible Learning	**No.**	**11,733**	**3,671**	**15,459**
Research & Taught (L9/10)	FTE			1,489
Research (L9/10)	FTE			362
Research (L10)	FTE			275

		Full-time	Part-time	Total
Other Enrolments (IoTs only)	**%**	**1%**	**99%**	**100%**
Foundation	%	100%	0%	1%
FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	%	0%	100%	99%
of which are apprenticeships	%	0%	100%	90%
Undergraduate	***%***	***82%***	***18%***	***85%***
Diploma/Cert	%	76%	24%	8%
Ordinary Degree (L7)	%	79%	21%	20%
Honours Degree (L8)	%	90%	10%	65%
Occasional	%	17%	83%	7%
Postgraduate	***%***	***47%***	***53%***	***15%***
Postgrad Diploma/Cert	%	48%	52%	13%
Masters Taught (L9)	%	42%	58%	67%
Masters Research (L9)	%	55%	45%	5%
PhD (L10)	%	77%	23%	13%
Occasional	%	0%	100%	3%
Total Enrolments	**%**	**76%**	**24%**	**100%**
Distance Education	%			0.1%
E-Learning	%			N/A
In-Service Education	%			0.2%
Total Enrols incl. Flexible Learning	**%**	**76%**	**24%**	**100%**
Research & Taught (L9/10)	% FTE L8 and All PG			15.2%
Research (L9/10)	% FTE L8 and All PG			3.7%
Research (L10)	% FTE L8 and All PG			2.8%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes	0	0%
Education Science	39	1%
Humanities & Arts	298	10%
Social Science, Business & Law	786	27%
Science	392	13%
Engineering, Manufacturing & Construction	689	24%
Agriculture & Veterinary	0	0%
Health & Welfare	197	7%
Services	513	18%
Combined	0	0%
Total	**2,914**	**100%**

Full and Part-time PhDs

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	54	17%
Social Science, Business & Law	63	20%
Science	108	35%
Engineering, Manufacturing & Construction	77	25%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	8	3%
Combined	0	0%
Total	**310**	**100%**

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	3,726	24%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*	493	12%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		56%
from the institution's county and bordering counties		76%

(% of New Entrants)	No.	%
Mature Entrants (Full-time Undergraduate)	408	14%
Estimate: Entrants with Disability (EAS)	233	8%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	627	22%

INTERNATIONALISATION

International Students (Full-time)	No.	%
(% of Full-time Enrolments)	240	2%
EU	54	23%
Non-EU	186	78%
Erasmus Students Outgoing (excl. work placements)	213	

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year	%
Level 8	13%
Level 7	25%
Level 6	15%

RESEARCH

No. of PhD Graduates per 10 Academic Staff	0.3
PRTLI Funding 2010 (in € 000)	2,157
(latest 5 year cumulative)	
No. of Web of Science Documents per Academic	0.7
Relative Citation Impact (World Average = 1)	0.9

FP7 Income 2007-2010 per Academic Staff	€2,168
IRCSET Funding 2010 per Academic Staff	€299
IRCHSS Funding 2010 per Academic Staff	€189
SFI Funding 2010 per Academic Staff	€1,152
TSR Funding 2010 per Academic Staff	€699

KNOWLEDGE TRANSFER

(2010/2011 cumulative)	No.
Patent applications - Ireland only	0
Patent applications - all other areas except Ireland	9
Patents granted - Ireland only	0
Patents granted - all other areas except Ireland	0

(2010/2011 cumulative)	No.	%
Licence agreements (institution - private industry)	26	
Spin-out companies created	7	
(FDR 2010)		
Level 8 Graduates in Employment		N/A
Level 9/10 Graduates in Employment		N/A

STAFF

	No.	%
Core Staff	**1,740**	**100%**
Academic Staff	1,020	59%
Support staff	721	41%
Contract Research & Specialist Staff	**147**	**100%**
Academic Staff	5	4%
Support staff	142	96%
Total Staff	**1,888**	**100%**
Total Academic	1,025	54%
Total Support	863	46%
Non-Academic/Academic Staff Ratio (Core)	0.7	
Student/Academic Staff Ratio (FTE/Core)	13.3	

Staff Age Profile (Proportion of Staff aged…)	%
20-39	29%
40-54	46%
55 and above	25%

Staff Qualifications (Proportion of…)	%
Full-time Academic Staff with Masters or higher qual.	78%
Full-time Academic Staff with PhD qualification	30%
All Academic Staff with Masters or higher qualification	N/A
All Academic Staff with PhD qualification	N/A

FINANCIAL 2009/10 DATA

	€ 000	%
Total Income	**191,375**	**100%**
State Grants	95,606	50%
Fees	53,823	28%
Exchequer	19,621	10%
Non-Exchequer	34,202	18%
Research Grants & Contracts	16,401	9%
Other Income	25,545	13%
Total Expenditure	**187,978**	**100%**
Core - Pay	123,356	66%
Core - Non-Pay	47,885	25%
Research Grants & Contracts - Pay	7,267	4%
Research Grants & Contracts - Non-Pay	9,470	5%

Total Expenditure per Student (RGAM)[1]	**€**	**12,818**
Total Expenditure per Student (SRS)[2]	**€**	**11,584**
Exchequer/Non-Exchequer Fees Ratio		0.6
Pay/Non-Pay Expenditure Ratio (incl. Research)		2.3
Pay/Non-Pay Expenditure Ratio (excl. Research)		2.6

SPACE

	m²
Net Space per FTE Student	6.0
Gross Space per FTE Student	8.9

[1] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on weighted RGAM numbers incl. access adjustment
[2] Total expenditure per FTE student excluding research and depreciation with pension adjustments, based on unadjusted SRS numbers

Dublin Institute of Technology
Profile 2016/17

STUDENT NUMBERS

Entrants

	No.	% Change over current
New Entrants (Full-time Undergraduate)	3,668	4

Graduates

	No.	%
Undergraduate Graduates	3,388	71%
Postgraduate Graduates	1,408	29%

Enrolments

		Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	**No.**	**30**	**146**		**176**
Foundation	No.	30	0		30
FETAC Cert	No.	0	0		0
FETAC Advanced Cert	No.	0	146		146
of which are apprenticeships	No.	0	0		0
Undergraduate	***No.***	***11,065***	***3,735***		***14,800***
Diploma/Cert	No.	795	1,064		1,859
Ordinary Degree (L7)	No.	2,184	745		2,929
Honours Degree (L8)	No.	7,987	1,159		9,146
Occasional	No.	100	767		867
Postgraduate	***No.***	***1,369***	***1,974***		***3,343***
Postgrad Diploma/Cert	No.	150	235		385
Masters Taught (L9)	No.	738	1,419		2,157
Masters Research (L9)	No.	101	104		204
PhD (L10)	No.	381	217		598
Occasional	No.	0	0		0
Total UG and PG Enrolments	**No.**	**12,434**	**5,709**		**18,144**

		Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	**%**	**17%**	**83%**	**0%**	**100%**
Foundation	%	100%	0%	0%	17%
FETAC Cert	%	0%	0%	0%	0%
FETAC Advanced Cert	%	0%	100%	0%	83%
of which are apprenticeships	%	0%	0%	0%	0%
Undergraduate	***%***	***75%***	***25%***	***0%***	***82%***
Diploma/Cert	%	43%	57%	0%	13%
Ordinary Degree (L7)	%	75%	25%	0%	20%
Honours Degree (L8)	%	87%	13%	0%	62%
Occasional	%	12%	88%	0%	6%
Postgraduate	***%***	***41%***	***59%***	***0%***	***18%***
Postgrad Diploma/Cert	%	39%	61%	0%	12%
Masters Taught (L9)	%	34%	66%	0%	65%
Masters Research (L9)	%	49%	51%	0%	6%
PhD (L10)	%	64%	36%	0%	18%
Occasional	%	0%	0%	0%	0%
Total UG and PG Enrolments	**%**	**69%**	**31%**	**0%**	**100%**

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	No.	%
General Programmes		0%
Education Science	49	1%
Humanities & Arts	375	10%
Social Science, Business & Law	989	27%
Science	493	13%
Engineering, Manufacturing & Construction	867	24%
Agriculture & Veterinary	0	0%
Health & Welfare	248	7%
Services	646	18%
Combined		0%
Total	**3,668**	100%

PhDs (All modes)

	No.	%
General Programmes	0	0%
Education Science	0	0%
Humanities & Arts	104	17%
Social Science, Business & Law	122	20%
Science	208	35%
Engineering, Manufacturing & Construction	149	25%
Agriculture & Veterinary	0	0%
Health & Welfare	0	0%
Services	15	3%
Combined	0	0%
Total	**598**	100%

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)		35%
Participants in Labour Market Activation (Springboard) *(% of National Participation)*		12%
Regional Intake *(% of Full-time Enrolments)*		
from the institution's county		56%
from the institution's county and bordering counties		76%

(% of New Entrants)	No.	%
Mature Entrants (Full-time Undergraduate)	550	15%
Estimate: Entrants with Disability (EAS)	257	7%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)		

INTERNATIONALISATION

International Students (Full-time)	No.	%
(% of Full-time Enrolments)	**995**	**8%**
EU	199	20%
Non-EU	796	80%

	No.
Erasmus Students Outgoing (excl. work placements)	200

TEACHING AND LEARNING

STAFF

	No.	%
Core Staff	**1,639**	**100%**
Academic Staff	918	56%
Support staff	721	44%
Contract Research & Specialist Staff	**147**	**100%**
Academic Staff	39	27%
Support staff	108	73%
Total Staff	**1,786**	**100%**
Total Academic	957	54%
Total Support	829	46%

FINANCIAL DATA

	€ 000	%
Total Income	**175,452**	
State Grants	65,640	37%
Fees	62,812	36%
Exchequer	8,888	5%
Non-Exchequer	53,924	31%
Research Grants & Contracts	35,000	20%
Other Income	12,000	7%
Total Expenditure	**175,452**	
Core - Pay	109,155	62%
Core - Non-Pay	31,297	18%
Research Grants & Contracts - Pay	16,100	9%
Research Grants & Contracts - Non-Pay	18,900	11%

Appendix 4(a)

GRADUATE ATTRIBUTES

Background

The development of graduate attributes as an area of strategic importance to higher education institutions can be traced back at least 20 years, to initiatives such as *Enterprise in Higher Education* in the UK (Clark, 1990):

> *In the context of EHE, 'enterprise education' means that students should:*
> *- Obtain business/enterprise awareness.*
> *- Acquire 'transferable personal skills'.*
> *- Complete a project within a working situation.*
> *The aim is to ensure that an identifiable part of each student's degree will comprise an 'enterprise unit'. The effect of this should be to improve the employability of graduates.(1990:142)*

Subsequently, specific 'key skills' were identified in the UK's Dearing Report (NCIHE, 1997), and these were recommended for development in the course of a student's higher education. Drew (1998) suggests that in reality the debate about teaching employability skills as part of mainstream education goes back much further, to the 1960s and 1970s, and Atkins (1999) also addressed the issue of what employers said they wanted from incoming graduates. Skills and attributes have been grouped under a variety of labels at different times: 'core', 'personal transferable' and 'generic' to name a few (Bennett *et al*, 1999). Extensive lists of attributes and skills for various subject disciplines also emerged from the subject benchmarking process undertaken in the UK in the early 2000s (QAA, 2001). From the late 1990s on, higher education institutions have adopted a range of initiatives to encourage the development of transferable skills at every level in education – from schools to universities, and beyond in continuing professional development. Career-related skills and management of one's own learning were also linked with the related areas of recording achievement, reflecting on progress and action planning, which in turn have been promoted in education and by professional bodies in the workplace (Stephenson, 1998; Atkins, 1999).

In later years, defining such skills in terms of 'graduateness' has proved useful to institutions, in terms of identifying the attributes they would like their graduates to have. But the rationale for this work goes beyond employability arguments too: higher education institutions can take a leading role in preparing graduates for the information society. As far back as 2000, Candy argued that since organisations were becoming more knowledge-based, academics as knowledge workers were ideally equipped to help students become lifelong learners in the information society, and in an age of globalisation and technological change:

> *universities have a leadership role in producing graduates who are (...) attuned to the need for, and equipped with the skills of, continuing lifelong personal and professional development (Candy, 2000)*

The Irish Context

In recent years HEI's in Ireland and beyond have set about explicitly defining a suite of graduate attributes for their own institutions, these attributes permeate programmes of study, research and engagement activities and are often cited in the media.

In 2013 a pilot to deliver the first Irish National Student Survey was successfully launched, and in 2014 ISSE (Irish Survey of Student Engagement) will become a constant feature in the landscape of higher education. An identified priority of The National Strategy for Higher Education to 2030, this survey will measure and record 'Student Engagement' within the institute. For students to measure both their expectations and their experience of their educational journey within DIT- they must be clear on the agreed outcomes of their learning. The Graduate Attributes Policy provides the framework for the students understanding of the journey ahead and their desired outcome.

To cite John Goddard; *Engagement has to be an institution wide commitment, not confined to individual academics or projects. It has to embrace teaching as well as research, students as well as academics, and the full range of support services. All universities need to develop strategies to guide their engagement with wider society, to manage themselves accordingly and to work with external partners to gauge their success (John Goddard, cited in Hunt 2011:77-8)*

The DIT Context

Programmes within the DIT have long been recognised as vehicles to educate graduates in a wide variety of disciplines while simultaneously producing graduates with generic skills that ensure their readiness for their chosen career whether that is in industry, in research or in further education.

In 2007, the DIT Academic Council approved a recommendation that 'all programmes will provide students with a range of opportunities to develop, practice and be assessed on an agreed range of key employability skills or graduate attributes.' These to be made explicit as learning outcomes within the appropriate programme documentation. In order that all graduates leave with an agreed set of key skills for employability, it was felt that it would be necessary for DIT to identify a set of desired generic skills (in line with professional body recommendations) which are

- defined as key, cognitive and subject specific
- made explicit within programme documents,
- measurable and assessable with strategies put in place in order that they are taught, practiced or assessed.

In line with national and international best practice it was seen as important to further the above recommendation and to introduce a suite of agreed Graduate Attributes that would frame generic skills within our provision.

In early 2013 a cross institute group was established to describe a process whereby graduate attributes could be brought into focus. It rapidly became apparent that, for the majority of programmes, there was clear, measurable evidence that generic skills were well embedded at all levels, what was lacking was a clear yet brief statement that elucidated these. Furthermore, it became apparent that, while we are excellent at marketing our programmes, as an institution we are poor at marketing our programmes and our graduates in light of these attributes.

There are a number of key stakeholders for whom the description of graduate attributes is particularly important;

1. Prospective students, as a marketing tool to attract students at all levels and for students to map their progress not only in gaining their discipline specific expertise but also in gaining generic skills.
2. Programme Teams developing and updating programme documents.
3. Potential employers, researchers and admissions staff to further programmes of study.
4. Professional bodies accrediting programmes and seeking clear evidence of core/generic skills.

A survey of Graduate Attributes as described by other HEI's, both in Ireland and abroad, reveals a wealth of difference in their description and the language used but ultimately describe what can loosely be described as generic and/or soft skills.

Table 1 details the set of Graduate Attributes that have been developed by the cross institutional group for the DIT, these have been tested against the published literature to ensure that they are comprehensive and have been tested against a small selection of programmes within the institute to allow us to be confident that the set of attributes is an appropriate fit for the DIT. Each attribute is accompanied by a definition and some examples from within DIT that well illustrates these attributes.

The "tag-line" developed is *An Enriched Educational Experience : Enhancing Employability*. It is felt that this provides a suitable overarching statement for the set of Graduate Attributes developed. It was difficult to find a succinct phrase that describes the myriad of opportunities that our graduates progress to and hence *Employability* was chosen, in the context of Graduate Attributes we use the phrase *Employability* as meaning *Graduates who are empowered to contribute meaningfully to society and the economy, in career paths which are personally fulfilling and successful.*

Recommendations:

1. Academic Council adopt the suite of Graduate Attributes as defined in this document.
2. Via AQA and the Heads of Learning Development require that each programme team analyse their programme, using table 2, to identify where Graduate Attributes are developed and to identify gaps. A possible timeframe is that this analysis take place during this academic year. This analysis can then inform the next scheduled programmatic review to ensure that Graduate Attributes are reasonably well dealt with by all programmes.

3. Require that table 2 be completed and included as a required section in programme documents from DATE. This will be of assistance to programmes undergoing professional body accreditation who in many cases require an analysis of core/generic skills is required. The inclusion of this in programme documents will require the description of programme documents in the AQA system to be modified slightly.
4. A description of the DIT Graduate Attributes to be included in the opening section of the prospectus, along the lines of the attached document.
5. DIT Graduate Attributes to be made visible on the DIT Website, again, along the lines of the attached document.

DIT: AN ENRICHED EDUCATIONAL EXPERIENCE: ENHANCING EMPLOYABILITY

Graduate Attribute	Meaning…
Engaged	***Civically engaged, socially responsible graduates who contribute meaningfully and positively in their professional, community and social environments.*** social responsibility, civic-mindedness, ethical, questioning, resilient, active team players, leaders, self-managers, reflective practitioners 2012/13 over 1,100 students,were involved in learning with communities, with over 100 community partners. These projects took place across 49 programmes of study.
Enterprising	***Graduates who have the skills, knowledge and attributes needed to apply creative ideas and innovations and to find practical solutions.*** creative, motivated self-starters, , curiosity, discovery, entrepreneurs, well-organised, self-managers, ethical, excellent communicators, career development skills Since 1992 DIT Hothouse entrepreneur development programme has assisted over 250 new firms to create 1,000 jobs and has licensed over 40 new technologies to multi-nationals and Irish SMEs.
Enquiry based	***Graduates with a spirit of curiosity and a desire to learn, motivated to draw upon existing knowledge, generating new ideas, seeking out learning opportunities, exploring the application of theory to practice and actively creating new knowledge.*** critical thinking, problem-solving, information literacy, digital literacy, questioning, curiosity, discovery, reflective, well- organised, DIT supports the creation of new knowledge through research carried out in 2 research institutes, 17 research groups and 19 Research and Development Centres.
Effective	***Effective, highly skilled and confident graduates with the capacity to achieve desired results, believing that they can make a positive difference.*** self-efficacy, excellent written and oral communication skills, digitally literate, information literate, self-managers, problem-solving, decision-makers, highly motivated self-starters, resilient, reflective practitioners Over 50 students have obtained the Lead, Engage, Achieve, Develop (LEAD) Award in formal recognition of skills developed as leaders within extra-curricular and co-curricular activities.
Expert in chosen discipline	***Graduates with the professional knowledge and capacity independently to practice, reflect, review and build upon disciplinary expertise and judgment.*** disciplinary knowledge, experiential learning, engagement with community, relevant practice-based experience/work experience, self-managers, self-efficacy, excellent written and verbal communication skills, ethical, leaders, active team players, project managers, highly motivated, creative In 2009/2010, over 190 DIT students spent at least 1 semester studying in 1 of our 150 partner institutions in 23 countries. Over 60 spent between 3 - 6 months working in industry abroad. Currently, 67 programmes offer a work placement.

Table 1

Enhancing Employability: Focussing on the development of Graduate Attributes

To meet the proposed recommendations it is suggested that each programme team considers how they will provide opportunities where students can learn how to enhance particular skills, to practice and get feedback on these skills and to be assessed on these (contributing to a final mark). A mapping tool, for example see below, could be used to assist in this process and to then provide an overview for inclusion within programme documentation. Learning outcomes from individual learning outcomes could be included by way of exemplars.

Example of a programme graduate attributes grid.

Graduate attribute/skill	Modules and /or Learning Outcomes	opportunities for learning	opportunities to experiment /practice	Assessment /feedback opportunities
Engaged *eg within Professional, community, social, learning global contexts*				
Enterprising *eg Career development, innovation projects, creative practice etc*				
Enquiry based *eg Digital networks, knowledge creation, reflective practice, problem solving etc*				
Effective *eg Team projects, co-curricular activities, Time managers, communicators*				
Expert *(subject discipline) Professional tasks, field studies, practicals, placements etc*				

Reflective Question: How many opportunities do you provide your students to develop, practice and be assessed on their development of each of these graduate attributes /skills on this programme?

Graduate attribute/skill	0 =not sure	1 =not relevant	2 =relevant	3 =very relevant
Engaged eg				
Enterprising eg				
Enquiry based eg				
Effective eg				
Expert (subject discipline)				
			Total Score	

0 = No opportunities provided,
1 = *limited opportunities provided to students develop skill
2 = **some opportunities for students to develop, practice and get feedback on some modules
3 =*** range of learning opportunities provided across the programme/skills directly assessed

DIT Graduate Attributes Group

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Appendix 4(b)

Towards a DIT Strategy on Student Engagement 2012-15 – enhancing the student experience at DIT

Creating Connections through student engagement

Engagement has to be an institution wide commitment, not confined to individual academics or projects. It has to embrace teaching as well as research, students as well as academics, and the full range of support services. All universities need to develop strategies to guide their engagement with wider society, to manage themselves accordingly and to work with external partners to gauge their success' (John Goddard, cited in Hunt 2011: 77-8).

Introduction & Context

This draft document supports the DIT's commitment to develop an enhanced learner experience for all our students, with student engagement being integral to this experience. Building upon the work of our STEER (Student Transition: Expectations, Engagement, Retention) initiative, and current best practices in DIT, nationally and internationally, this strategy aims to propose an institute-wide holistic approach that will lead to a more consistently enhanced, engaged and connected learner experience from an individual's first contact with the DIT, their successful transition into College, progression through their selected programme of study and on to their future career choice once they graduate.

The concept of student experience is complex. It hinges on the relationship between the student and the Institution. It relates to the quality of the engagement with academic, administrative and support staff as well as their interaction with fellow students, external communities and potential employers. At its core is the quality, breadth and appropriateness of engagement within learning experiences that the student encounters which in turn is reliant on the learning, teaching and assessment strategies in place to support the student and the connectivity between each. The DIT student experience is linked to the sense of community, informal and formal interactions and sense of belonging, often their programme or Campus, that each student experiences while within the College.

Findings from the 22 institutions participating in the UK 'What works?' project in the report edited by Liz Thomas (2012) '*What works: Student retention and success Building student engagement and belonging in Higher Education at a time of change'* concluded that at the heart of successful retention and success is a strong sense from students of 'belonging' in HE for all students' (p6). Their definition of 'belonging' is closely aligned with the concept of student engagement, encompassing both academic and social engagement, with academic engagement synonymous with deep, as opposed to surface learning or compliance (p7) The research emphasizes a need for an institutional commitment to prioritise learning through a '*sustained engagement between teachers and students*' within the curriculum.

DIT's primary role within higher education is optimising the development of each student who chooses to study within DIT. This holistic optimisation embraces the intellectual, cognitive, professional and personal development of each student and leads to active citizenship within the wider community. This extends to DIT's responsibility to create, support and formally recognise a range of curricular, co-curricular and extra-curricular learning opportunities where students can be proactively engaged in shaping their experiences influencing appropriate policy, processes and practices.

Student engagement

Student engagement is defined as '… *students' involvement with activities and conditions likely to generate high quality learning* …' (ACER 2008 p.vi) ' Student engagement measures are increasingly understood to be important for higher education quality. Student engagement represents both the time and energy students invest in educationally purposeful activities and the effort institutions devote to using effective educational practices. *Grades, persistence, student satisfaction, and engagement go hand in hand* (Kuh, 2001)

Engagement in learning can be influenced by: '*student expectations and perceptions, balances between challenge and appropriate course workload, degrees of choice, autonomy, risk and opportunities for growth and enjoyment, trust relationships, communication and discourse*'. (Bryson et al 2006) Engagement in high impact activities such as research projects, learning communities, service learning etc has a compensatory effect on all students. The effect is greater for lower ability students (Kuh et al 2008) Involvement in high impact activities has been shown to affect the time students spend on task, (Tyler, 1930s) quality of their effort (Pace, 1960-70s) level of student involvement (Astin, 1984) and their social, academic integration (Tinto,1987, 1993)

Frequent engagement with academic staff is more strongly related to satisfaction with college than any other type of involvement or, indeed, any other student or institutional characteristic (Astin, 1999). Patterns of student engagement in higher education are, however, changing (Yorke, 2003) As use of technology becomes part of everyday life, many institutions have been quick to utilise commonly used technologies, eg social networking sites to engage students (JISC, HEFCE, 2009) Student engagement lies at the heart of student retention, continuation and completion (Thomas and May 2009). Educationally effective institutions need to be able to engage student energy toward *the right activities* (Kuh, 2008). The concept of student engagement has emerged from many decades of research into higher education student learning and development. In addition to confirming the importance of ensuring appropriate academic challenge, this research has emphasised the importance of examining students' integration into institutional life and involvement in educationally relevant, beyond-class experiences.

External and internal drivers

The National strategy for Higher Education to 2030, (Hunt, 2012) proposes that Higher Education should explicitly address the generic skills required for effective engagement in society and in the workplace. *In particular, Higher Education Institutions should prepare first-year students better for their learning experience, so that they can engage with it more successfully* (Hunt, 2012 p 18). Within the context of the DIT's Strategic Plan 2011-2014 the DIT strategy for student engagement seeks to directly underpin a number of institutional strategic objectives including the development of an enhanced student experience for all students; *'DIT will embed engagement with key external stake-holders (including Government, national/regional development organisations and local communities) within our core activities'* The strategy also aims to complement the Learning, Teaching and Assessment Strategy in driving forward the Institute's work to involve students appropriately and effectively in enhancing their own learning, and in the life and work of the Institute and '*To improve continuously the learning experience so that all students acquire core skills and develop as independent learners'.* In addition the strategy seeks to support the DIT widening participation strategy (2010) '*commitment to embracing diversity and quality within all teaching, learning, research and assessment methods in order to provide equality of access, opportunity, participation and retention for all students*'.

The importance of the DIT overall student experience and levels of engagement has become more significant when reviewing current student progression rates and reasons for student withdrawal. When compared to other HEIs the DIT level of withdrawal rate is on a par with the IoT average. Apart from the personal loss to the student, who does not progress to further years of their programme, there is the additional cost to the Institute arising from the loss of income from RGAM, grant in lieu and capitation fees. This can be significant.

Key objectives of the DIT strategy are as follows:
To:

- Maintain and enhance overall student experience with particular emphasis on the 1st year experience;
- Contribute to enhancing the quality of educational activities within DIT;
- Lead to enhanced student continuation/progression and completion rates;
- Enhance the DIT institutional learning environment, associated policies and infrastructures to better support processes and practice that support student engagement;
- Consolidate and build upon DIT's internal capacity for enhancing student engagement through research and practice;
- Build on existing best practice and the STEER initiative.

Anticipated Benefits of the Student engagement strategy approach
These benefits arise at an institutional level as well as at a student level and include as follows:
For students, benefits include:

- Increased support for student transition into third level;
- The strategy promotes student engagement based upon a wide range of active learning activities both formal and informal which enhances opportunities for student learning, success and achievement;
- Opportunities for closer interaction with staff, peers and relevant external and internal communities;
- Student-centred approach, promoting independent learning, use of new technologies etc.
- evaluation from/with students used to inform programme development to best meet their learning needs;
- learning opportunities informed by the most up to date research in pedagogy as well as disciplinary knowledge;

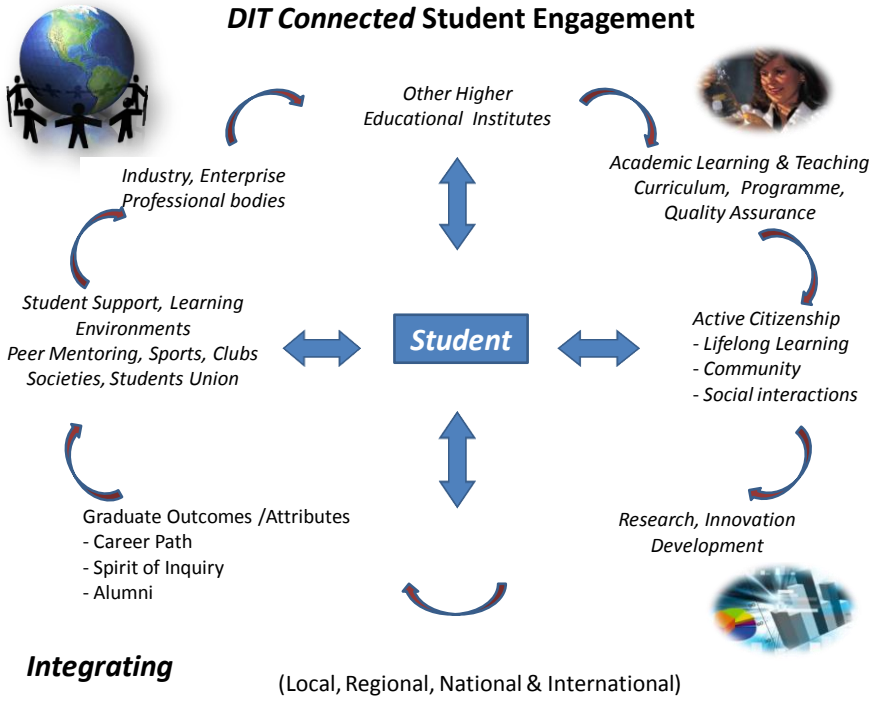
In advancing this strategy on Student Engagement and building on existing best practice DIT will:

- Create an enhanced overall student experience
- Build further DIT's reputation as a place to study and to recruit graduates
- Promote student success and the achievement of learning outcomes
- Lead to an enriched learning environment and higher student satisfaction levels
- Promote greater student retention
- Underpin DIT's funding model
- Enhance the development of the student graduate attributes needed for effective engagement in society and in the workplace.

Overall Aims and Principles underpinning the DIT Engagement Strategy

By making the commitment to put in place this strategy, DIT aims to engage with all students in a range of ways, and through a range of means, as appropriate to particular situations and to the level of engagement preferred by different students. The strategy strives to provide connectivity between these opportunities for engagement and for students to be able to influence their learning outcomes.

Research will be used to help inform and enhance the learning experience and to put in place appropriate policies to support processes that intend to encourage engagement. In addition, this strategy aims to make a commitment to embracing diversity and quality within all teaching, learning, research and assessment methods in order to provide equality of access, opportunity, participation and retention for all students.



Guiding principles underpinning the draft DIT student engagement strategy 2012-5

The following guiding principles have been identified as a support to underpin the Student Engagement Strategy with particular emphasis on the 1st year experience:

1. **Importance of Active Learning:**
2. **Learning as a Shared Responsibility**
3. **Enriching Educational Experiences**
4. **Involvement as part of a Community**
5. **Supportive Learning Environments**
6. **Importance of Staff Development**
7. **Student involvement in Quality Processes**
8. **Internal Capacity enhanced by Institutional Knowledge**

It is important to note that these principles have been adopted across the Institute within many programmes and that good practice already exists in many areas.

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1. **Importance of Active Learning:** (some recommendations within this area)

   Research highlights the very significant link between learning strategies that promote active learning as a means of creating a sense of belonging amongst students and overall engagement with the programme of study.

   - At least one lecture per module should be replaced by a student directed activity such as a project, case study or other high impact learning activity
   - Assessment regarded as fundamental and integral within an aligned curriculum where the feedback process is intended to promote dialogue around the learning process, as much as to assess whether learning has taken place
   - Provision of a curriculum for 21st Century learners that includes development of academic, digital and information literacy skills to enable use of new technologies within personal, academic and professional contexts.

2. **Learning as a shared responsibility**

   - All students and in particular 1st year students should be assigned a year tutor or year coordinator to advise student on academic and related aspects of their programme of study.
   - Provision of strategies, support and appropriate interventions within programmes that foster the personal development and intellectual potential of an increasingly diverse student body as independent learners
   - Clear and transparent communication processes around all programme related information

3. **Enriching Educational Experiences**

   - To ensure that teaching & learning resources are used strategically to support and enhance learning on the 1st
   - A diversity of learning, teaching and assessment strategies that are responsive to different learner needs, different learner preferences and enriched by technologies as appropriate.
   - Recognition e.g. through LEAD and SEAD of informal, formal and non formal learning by student participation in co-curricular, extra-curricula activities eg clubs, societies, volunteering and through appropriate prior learning experiences
   - Career focussed activities that encourage engagement actively and creatively in learning, with different internal and external communities
   - Inspirational teaching and student engagement and achievement celebrated and supported through College awards schemes and Showcase events

4. **Involvement as part of community**

   - From first registering with the DIT, effective and engaging induction and follow-up support processes in place for all students, irrespective of age, gender, ethnic background, disability or socio-economic background ,

- Interaction with students, staff and alumni encouraged through early and then ongoing Institute-related campus based and online activities to lend a sense of belonging to the 'DIT community'
- Future career management and professional development planning aligned to e.g. extra curricular activities, industry visits, field trips, Students Learning With Communities projects, work placements and internships enabling students to be successful as active citizens.
- Through engagement with alumni, professional bodies and the broader community, students have a confidence in their self awareness to enable them to articulate a clear personal development plan for their selected career paths

5. Supportive Learning Environments

- Feelings of legitimisation within the DIT community to provide opportunities for everyone to engage with and to then shape the staff and student experience
- Flexible physical and virtual learning spaces, both formal and informal, that are easily accessible to all and afford opportunities for a variety of teaching methods, learning activities and social engagement.
- Integrated information and communications technologies and systems which support student autonomy and flexibility in managing their learning and facilitate their ability to engage actively in learning, research, civic and professional communities

6. Importance of Staff development

- Academic Development for staff, including workshops, short courses and programmes offered by the LTTC, aligned to key strategic priorities related to the DIT student experience.
- Academic staff supported to undertake appropriate continuous professional development and all academic staff appointed to the Institute since 2006 to have a teaching qualification.
- Research and scholarship informs teaching and curriculum development processes including evaluation, reflection and research into pedagogic practice within programmes
- Structured and unstructured opportunities for academic staff networking and interaction, related to teaching and learning, opening up possibilities for multidisciplinary and interdisciplinary projects, as well as intra-programme collaboration and discussion (eg SLWC Practice Groups, DIT Annual Learning and Teaching Showcase etc)

7. Student involvement in quality processes

- Students are integral in helping to promote quality assurance and enhancement as well as influencing the development and direction of the Institution through participation in all relevant programme, School, College and Academic Council committees.
- Evaluative feedback through e.g. Q6c forms, student participation surveys etc informs the implementation of modifications of programmes and student services support provision to optimise levels of student and staff engagement

8. Internal Capacity enhanced by Institutional Knowledge

- External and internal funding is used for eg Teaching Fellowships to support and encourage initiatives that enhance active learning and/or curriculum development at a programme, school or College level and that are aligned with the college and/or Institutional strategies.

- Educational Research and data, undertaken from postgraduate studies, projects and student survey feedback, is used to inform DIT policy, process and practice.
- DIT best practice in learning, teaching and assessment, including SLWC project outputs are disseminated widely through events, publications and presentations eg Showcases, seminars Summer schools and conferences etc

First year experience – Student Engagement Strategy Creating Connections principles into practice

Integral within the strategy is the understanding that engagement for learning is a shared responsibility. Key within the implementation of the strategy is the role of the programme team in ensuring that opportunities for engagement within 'a connected curriculum' are maximised. We hope that programme teams will review their first year curriculum in the context of the proposed DIT strategy for engagement and that any programme related documentation will reflect these discussions by outlining how student transition in HE will be supported pre and post entry. By taking into account ongoing evaluative feedback from stakeholder groups, it is intended to design and develop a range of resources to provide timely and appropriate support to support this process.

Implementation:

The Student Experience Sub Committee recognises that the concept of student engagement is complex and embraces all areas of activity within DIT.

1. The Sub Committee has embarked on obtaining feedback on this draft policy from a range of practitioners across the Institute with a view to establishing and teasing out recommendations around the principles identified above. It is envisaged that this process will continue to the end of 2012.
2. It is proposed that the Draft Strategy would become an agenda item to be discussed at:
    a. A Management Forum by the end of 2012;
    b. Sub Committees of Academic Council through the winter and into early 2013;
    c. College Boards through the winter and into early 2013;
    d. Programme Committees through the academic year 2012/13
3. It is proposed that Institute quality Assurance processes would be reviewed with a view to incorporating recommendations from the strategy through academic year 2012/13;
4. That the strategy document would be reviewed and updated on an on-going basis with a further iteration coming to Academic Council for June 2013.

Substantial issues which have been touched upon within this Draft Strategy directly impact on its implementation but form a wider agenda for DIT. They are beyond the scope of the Sub Committee on Student Experience to solely address. These issues include:

- The move towards a Technological University of Dublin;
- The relocation of DIT to a new campus at Grangegorman;
- The full implementation of Modularisation;
- The creation of a standard 1st year programme that embraces the recommendations above.

Appendix 1 : DIT First year Supports in place

DIT FYI 10 steps to engage your first year students
http://www.dit.ie/lttc/media/ditlttc/events/firstyearexperience/steer_10%20steps.pdf

DIT First year Induction Checklist
http://www.dit.ie/lttc/media/ditlttc/events/firstyearexperience/STEER%20Induction%20Checklist.pdf

DIT First year Induction Contact information
http://www.dit.ie/lttc/media/ditlttc/events/firstyearexperience/STEER%20FLOW%20CHART.pdf

DIT First Year Information website for students
www.dit.ie/fyi

Appendix 4(c)

Quality Enhancement Action Plan

January 2013

DIT Action Reference Number	European Standards and Guidelines Topic
1.1	Policy and procedures for quality assurance

Recommendation – Page 11, June 2011 Report
DIT, in its next stage of development, needs to contemplate more deeply the concept of quality assurance and enhancement. In this regard, it should consider how it can make more coherent what is currently a process-driven approach to quality assurance; how it can ensure that ownership of quality processes is central, as well as dispersed; and how, as an institution, it can be more dynamic in its use of quality assurance to ensure that its nature is more analytical and that it focuses on key issues.
Institute response June 2011
A paper in respect of this recommendation is to be developed for Academic Council consideration by December 2011. As any changes need to go beyond mere QA procedures there needs to be well thought out consultation across the academic community. It is envisaged that the current system will largely be retained but driven by a clear quality enhancement strategy. It is intended that this strategy will be articulated better as a cornerstone of the Institute's strategic plan so as to integrate more effectively within the Institute's strategic planning framework.

Executive owner	**Person responsible for managing action**
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	**Action owner**	**Timeframe**
Present initial paper and draft Quality Enhancement Plan to special meeting of Academic Council.	Head of QA & APR	December 2011
State of Progress – January 2013		
The special meeting of Academic Council was held in December 2011 and topics relevant to a strategy for quality enhancement were discussed.		
Action	**Action owner**	**Timeframe**
Continue to consult with Academic Council, College Boards and other key stakeholders, and develop policy statement for quality assurance and enhancement for approval by Governing Body and subsequent implementation.	Head of QA & APR	July 2012

State of Progress – January 2013
Academic Council noted the memorandum from the then Head of Quality Assurance and Academic Programme Records that highlighted the need for DIT to be goal oriented in its approach to quality enhancement. It is intended that a short paper outlining DIT's key goals will be drafted in March 2013 and circulated to College Boards for comment.

DIT Action Reference Number	European Standards and Guidelines Topic
1.2	Policy and procedures for quality assurance

Recommendation – Page 11, June 2011 Report
In terms of strategic oversight of quality assurance, the Academic Council and its sub-committees, particularly the Academic Quality Assurance sub-committee, should focus on activity at the College level. They should review the effective operation of quality assurance processes at the College level. Individual Colleges, in turn, while operating inside an institutional system of processes and reporting, should be delegated more responsibility for setting priorities for Schools and for programmes. Mechanisms to share good practice should be actively promoted at School and College levels, for example, making available all the elements of School reviews (self-evaluation reports, panel reports and follow-up) to all Schools.
Institute response June 2011
Academic Affairs will implement this recommendation. The implications of such changes need careful consideration through a consultative process with Colleges and Schools. Early in the next academic year, Academic Affairs will meet with each College Board to assess how to best implement this recommendation and seek Academic Council approval accordingly.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Develop (i) policy that devolves responsibilities within a common framework and (ii) statement in relation to decision making within the Institute. These will reflect and enhance existing practices and procedures.	Head of QA & APR	September 2012
State of Progress – January 2013		
A revised process for the approval of programme and module modifications has been approved for implementation in 2012/2013. This process devolves responsibility for approval of minor changes to modules and programmes to Programme Committee, School and College level. The Annual Monitoring process has already been devolved to College level and College Action Plans are considered at Institute level.		

Action	Action owner	Timeframe
Develop and implement common business processes underpinned by and contingent on a single integrated IS system, as follows: 1. consolidate existing business processes	Head of QA & APR and Academic Affairs Operations Manager	February 2012
State of Progress – January 2013		
Relevant business processes have been revised and approved by Academic Council in June 2012.		
Action	**Action owner**	**Timeframe**
2. undertake systems analysis and beta implementation	Chief Information Officer	September 2012
State of Progress – January 2013		
This was completed end of May 2012		
Action	**Action owner**	**Timeframe**
3. full implementation across the Institute.	Head of QA & APR and CIO	September 2013
State of Progress – January 2013		
The new business processes are being incorporated into the design of the Programme and Module Catalogue.		
Action	**Action owner**	**Timeframe**
Use existing mechanisms to collect and disseminate good practice and explore other appropriate mechanisms.	Head of QA & APR	March 2012
State of Progress – January 2013		
Reports on the 'good practice' section in the annual monitoring report (Q5) and the Academic Council theme will feed into discussions at Academic Council and subsequent dissemination of ideas.		
Action	**Action owner**	**Timeframe**
College Reviews to ensure effective operation of processes.	Each Director and Dean of College	September 2011 – December 2012

State of Progress – January 2013
One College Review has taken place (Engineering & Built Environment, September 2012) and the Review Panel reported that procedures at College level are clearly set out and operate well, while asking the College to consider how it might use these processes more effectively to further its vision and strategic plan. Further College Reviews are scheduled to take place in 2013.

Dependencies	Development of the integrated IS systems (see Recommendation 1.5) and providing greater transparency and visibility to processes while they are in train (e.g. Q5).

DIT Action reference number	European Standards and Guidelines Topic
1.3	Policy and procedures for quality assurance

Recommendation - Page 11, June 2011 Report
Colleges should act to ensure agreed levels of consistency in the level of quality, specificity and transparency required of follow-up to College action plans, including feedback loops to School Boards and Programme Committees. The Panel recommends that all Colleges take ownership of the action plans; they should manage the action plans on a rolling basis (as some currently do) so that they are 'living documents'. The Panel recommends better use of IT to operate these plans so as to increase the potential for sharing good practice, automation and to help identify key priorities for quality assurance and quality enhancement.
Institute response June 2011
In the current environment, schools/colleges must prioritise actions that ensure that the quality of programmes is sustained whilst operating within increasingly difficult financial constraints. Academic Affairs will support Colleges in producing prioritised action plans. These plans will be subject to relevant formal approval and periodic monitoring.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Continue to enhance and embed DIT's QA culture and imperatives by sharing of best practice through dissemination and training, including induction for new staff.	Head of QA & APR	Subject to annual review
State of Progress – January 2013		
Reports on the 'good practice' section in the annual monitoring report (Q5) and the Academic Council theme will feed into discussions at Academic Council and subsequent dissemination of ideas. The Quality Assurance Office participates in induction sessions for new academic staff.		

Action	Action owner	Timeframe
Continue with the drive to develop 'Live' College Action Plans and their implementation status. 2010/2011 College Action Plans are to be submitted by the end the current semester.	Each Director and Dean of College	Subject to annual review
State of Progress – January 2013		
College Actions Plans for 2010/11 have been submitted and are 'live' in that progress on actions and recommendations is ongoing and that Action Plans and progress are visible to staff.		

Dependencies	Develop and implement common business processes underpinned by and contingent on a single integrated IS system**.**

DIT Action reference number	European Standards and Guidelines Topic
1.4	Policy and procedures for quality assurance

Recommendation – Page 11, June 2011 Report
The Panel strongly urges DIT to fill the remaining two College posts of Head of Learning Development on a full-time basis as a matter of priority and to provide the Heads with the necessary administrative support.
Institute response June 2011
DIT remains committed to having a role Head of Learning Development (HoLD) in each College. Where available resources permit, this will form a separate post.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Each Director and Dean of College

Action	Action owner	Timeframe
Assign role of remit of Head of Learning Development in each College.	Each Director and Dean of College	June 2012
State of Progress – January 2013		
There are now Heads of Learning Development or staff members with responsibility for the remit in all four Colleges.		

DIT Action reference number	European Standards and Guidelines Topic
1.5	Policy and procedures for quality assurance

Recommendation – Page 12, June 2011 Report
DIT should consider how to improve the tracking and monitoring of decisions, documents and records concerning the multiple quality assurance processes, including the introduction of workflow management systems and a records management system.
Institute response June 2011
DIT will develop and implement formal processes that address this recommendation.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Develop and implement common business processes underpinned by and contingent on a single integrated IS system (see Recommendation 1.2), including consolidation of existing business processes.	Head of QA & APR and Academic Affairs Operations Manager	February 2012
State of Progress – January 2013		
Relevant QA business processes have been revised and approved by Academic Council in June 2012.		
Action	**Action owner**	**Timeframe**
Install and implement new electronic data records management system.	Chief Information Officer	June 2012
State of Progress – January 2013		
This requirement has been included in the document sharing project which is scheduled for commencement in 2014.		

Action	Action owner	Timeframe
Review and transfer legacy data on to new system.	Head of QA & APR	June 2013
State of Progress – January 2013		
A review of the Institute's retention and records policy will take place after which a decision will be made as to what legacy data needs to be maintained and how best to maintain it.		

DIT Action reference number	European Standards and Guidelines Topic
1.6	Policy and procedures for quality assurance

Endorsed Action - Page 12, June 2011 Report
Codify and disseminate existing best practice in non-academic quality assurance processes (e.g. timetabling, registrations, examinations) as they relate to academic quality assurance.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of Student Services

Action	Action owner	Timeframe
Appoint a Director of Student Services in Sept 2010 to create a focus for greater integration of student services across DIT with a clear structure emerging around the service provision.	President	September 2010
State of Progress – January 2013		
With the creation of the Directorate of Student Services in Sept 2010 there has been much progress in coordinating student facing activities. A clear organisational structure has emerged and with it a greater coherence around related areas. Every effort is being made to provide an effective service to students in the most efficient way possible given growing student numbers and a challenging economic environment.		
Action	**Action owner**	**Timeframe**
Appoint a Head of Student Administration with the objective of advancing a more coordinated approach to student administrative supports across DIT.	Director of Student Services	September 2011
State of Progress – January 2013		
The appointment of a Head of Student Administration within DIT has greatly assisted in coordinating student administration activities within DIT.		
Action	**Action owner**	**Timeframe**
Put in place structures for an Institute-wide approach as follows:		
• Registrations, which included	Director of Student	September

the appointment of a Head of Registrations.	Services	2010

State of Progress – January 2013

The Registrations Service has proved a significant success in delivering an efficient registrations service to students across the Institute. Student Service Centres are closely linked to Registrations and the Fees & Income Office. This integration is important in providing an enhanced student facing service. Much progress has been made in creating online resources to support the activities of student administration. Growing student numbers has imposed significant demands on this service. In addition, the Registrations Office has played a key role in capturing data to underpin external reporting in particular to meet the needs of the HEA.

Action	Action owner	Timeframe
• A Timetabling Manager has been appointed with a view to coordinating this area.	Director of Student Services	October 2009

State of Progress – January 2013

The timetabling manager is continuing to advance a consistent approach to timetabling across the Institute. In addition there has been an increasing demands for timetabling reports and these have proved useful to the management team. Systems underpinning Institute timetabling are currently being updated to deliver an enhanced service to students and to increase functionality of the system. It is expected to have this upgrade completed in this academic year.

Action	Action owner	Timeframe
• Open Student Service Centres in two locations with a view to providing a more coordinated approach to student facing services.	Head of Student Administration	September 2011

State of Progress – January 2013

The creation of two Student Service Centres is a tangible expression of this coordination. These Centres have become a focus point for drawing together administrative requirements relating to student needs in central locations. There has been much progress in creating a single or One DIT approach to routine administrative needs

Action	Action owner	Timeframe
• A group of administrators has been established with representation from Student Services, Registrations, Fees & Income and the College Managers.	Head of Student Administration	October 2011

State of Progress – January 2013		
The Student Administration Group was created with specified terms of reference. This Group draws together College Managers, Head of Student Administration, Head of Registrations, Head of Fees & Income Office, with representation from Finance, HR & IS. The Group provides a very useful Forum at which student administration related matters can be advanced. The Group meets on a monthly basis.		
Action	**Action owner**	**Timeframe**
• A Fees & Income Office has been established to coordinate fee collection across DIT and administer a fee instalment system for students.	Director of Finance and Resources	November 2011
State of Progress – January 2013		
The Fees & Income Office reports to DIT Finance. In practical terms the Office interacts on an ongoing basis with Registrations in particular and the Student Service Centres. The creation of the Office has also led to the creation of consistent Institute-wide operations. The introduction of an instalment system for fee payments was an innovation introduced last year and built upon this year with an arrangement on student loans with a particular commercial bank.		
Action	**Action owner**	**Timeframe**
• Develop and implement a DIT-wide approach to examination administration once new structures and processes for timetabling and registrations have been embedded.	Director of Student Services	September 2013
State of Progress – January 2013		
Work has commenced on scoping out the Examinations Office and its related activities with a view to bringing this activity under Student Services for September 2013. To date there has been some progress around coordinating the Graduation activity.		

DIT Action reference number	European Standards and Guidelines Topic
1.7	Policy and procedures for quality assurance

Endorsed Action – Page 12, June 2011 Report
Senior Leadership Team has agreed that a detailed and benchmarked survey of staff will be conducted to clarify specific actions that may be required to improve staff recruitment and selection of policies and their communication.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of Human Resources

Action	Action owner	Timeframe
Develop a proposal to include resource requirements on this area for consideration by Senior Leadership Team. Implement proposal.	Director of HR	March 2012 October 2012
State of Progress – January 2013		
SLT approval to proceed with this action has been received together with a budget allocation of up to €30,000 and executive responsibility for this action has been assigned to the Directors of Human Resources and the Academic Affairs & Registrar. An advisory group is being established through the Academic Quality Assurance Committee to assist in the selection of a provider and the design of the survey. It is intended that implementation of this proposal will commence from October 2013.		

DIT Action reference number	European Standards and Guidelines Topic
1.8	Policy and procedures for quality assurance

Endorsed Action – Page 12, June 2011 Report
Ensure genuine value is placed on formal evidence that actions/changes ensue from staff feedback in the QE system.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Integrate Information System to improve the visibility of actions occurring and their relationship to feedback to staff (see Recommendation 1.5).	Chief Information Officer	Annual Reports to SLT and Academic Council
State of Progress – January 2013		
This requirement has been included in the document sharing project which will be delivered in 2014 (see recommendation 1.5)		
Action	**Action owner**	**Timeframe**
Feedback to be provided to focus group participants.	Head of QA & APR	November 2011 – January 2012
State of Progress – January 2013		
A number of focus groups were established to inform the work of the group reviewing the Handbook for Academic Quality Enhancement. Focus group participants have been circulated revised procedures for comment where these have been finalised.		
Action	**Action owner**	**Timeframe**
Produce protocols by which input and feedback from staff should be processed through existing procedures with a view to ensuring that such feedback is received and acted on. Actions taken are communicated back to each Programme Committee.	Head of QA & APR	February 2012

State of Progress – January 2013		
Regular reports are issued after each Academic Council meeting to Programme Chairs, to inform them of relevant decisions made. Live College Actions Plans track progress on actions and recommendations and Action Plans and progress made are visible to staff.		
Action	**Action owner**	**Timeframe**
Propose the form of a staff survey and implement	Director of HR	October 2012
State of Progress – January 2013		
(see Recommendation 1.7).		

DIT Action reference number	European Standards and Guidelines Topic
2.1	Approval, monitoring and periodic review of programmes and awards

Recommendation – Page 17, June 2011 Report
Schools and Colleges must ensure that the Q5 process is implemented fully, consistently and to a high standard across DIT. This is essential to maintaining the integrity of the quality assurance system.
Institute response June 2011
Colleges will to continue to ensure their programme Q5s are delivered to the highest standard. There is a need to increase visibility at Institute level to assess the overall Institute's standards in producing and following up on Q5s. Action will be undertaken (linked to recommendation 1.5) regarding a document and reporting system. Also see response to 2.2 below.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Develop and implement common business processes underpinned by and contingent on a single integrated IS system (see Recommendation 1.2), including consolidation of existing business processes such as the annual monitoring (Q5) process.	Head of QA & APR and Academic Affairs Operations Manager	February 2012
State of Progress – January 2013		
These QA business processes have been revised and approved by Academic Council in June 2012.		
Action	**Action owner**	**Timeframe**
An annual monitoring report from each Programme Committee will be considered by the relevant School Executive and College Board.	Programme Chairs	At School Executive November annually At College Board February annually

Actions	Action owner	Timeframe
Review and report on implementation of annual monitoring process by each College Board to Academic Quality Assurance Committee (AQAC) via the College Quality Action Plans.	Each Director and Dean of College	At AQAC April/May annually
Review and report on oversight of implementation of annual monitoring process to Academic Council.	Chair of AQAC and Each Director and Dean of College	May annually
State of Progress – January 2013		
Annual monitoring reports for the year 2011/2012 have now been completed by Programme Committees, considered by the relevant School Executives and are being forwarded to the Colleges for inclusion in the College Action Plans.		

DIT Action reference number	European Standards and Guidelines Topic
2.2	Approval, monitoring and periodic review of programmes and awards

Recommendation – Page 17, June 2011 Report
In view of the problems outlined in connection with the Q6 and Q5 processes, and knowing that a College Board / quality enhancement sub-committee oversees between 50 and 100 programme Q5's annually, it seems this oversight could become somewhat superficial. The Panel recommends that DIT considers making the Schools - rather than Colleges – the central node in its quality assurance system and to underpin this with enhanced accountability and transparency. This is the level which is closest to the academic and pedagogical concerns, and deals with much fewer programmes than the College. Colleges, supported by a Head of Learning Development, should oversee effective implementation, set broad priorities, identify key themes and support mainstreaming of best practice across the Schools. Schools should report annually on the operation of the Q5 process to the Colleges and the Academic Council should consider the findings of these reports annually.
Institute response
In June 2010, the Institute revised the programme annual monitoring process (Q5), which was implemented in November 2011. This process introduced a role for the School Executive to consider its programme action plans and indicate how the recommendations that fall outside the remit of the Programme Committee may be addressed and inform the Programme Committee of Actions taken. The completed form is forwarded to College Board, so that the College can have oversight of consistency of the completion of the reports, how recommendations are addressed, consider issues that arise across programmes and if additional resources are required forward to College Executive for consideration and action. This annual monitoring system is a powerful process which enables staff to raise issues, including resource issues and to seek to have these issues resolved. As annual monitoring reports are then submitted to College Boards and programme review and school review panels, any issues that are left unresolved are brought to the attention of these panels. The new Q5 process also provides sections whereby programme committees can highlight examples of best practice and discuss specific themes. This new process appears to be working well. The Institute's QE Handbook Review group is monitoring and reviewing the effectiveness of this process and will consider the panel's comments and make amendments to the process if required.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Each Director and Dean of College

Action	Action owner	Timeframe
Develop and implement common business processes underpinned by and contingent on a single integrated IS system (see 1.2 above), including consolidation of existing business processes such as the annual monitoring (Q5) process.	Head of QA & APR and Academic Affairs Operations Manager	February 2012
State of Progress – January 2013		
Relevant QA business processes have been revised and approved by Academic Council in June 2012.		
Actions	**Action owner**	**Timeframe**
An annual monitoring report from each Programme Committee will be considered by the relevant School Executive and College Board.	Each Programme Chair	At School Executive November annually At College Board February annually
Review and report on implementation of annual monitoring process to Academic Quality Assurance Committee via the College Quality Action Plans, annually.	Each Director and Dean of College	At AQAC April/May annually
Review and report on oversight of implementation of annual monitoring process to Academic Council annually.	Chair of AQAC and Each Director and Dean of College	At Academic Council May annually
State of Progress – January 2013		
Annual monitoring reports for the year 2011/2012 have now been completed by Programme Committees, considered by the relevant School Executives and are being forwarded to the Colleges for inclusion in the College Action Plans.		

DIT Action reference number	European Standards and Guidelines Topic
2.3	Approval, monitoring and periodic review of programmes and awards

Recommendation – Page 17, June 2011 Report
The Panel recommends that minor changes to programmes should not require approval by Academic Council and should instead be the responsibility of the relevant School Board. This would allow the Q5 process to function as a prompt to action and allow action to be taken in a timely and efficient manner at the appropriate level. College Boards should receive reports of such changes and their implementation within the context of their responsibilities to oversee the effective and consistent operation of quality assurance procedures across Schools.
Institute response June 2011
DIT welcomes this recommendation and is already addressing this matter. *The definition of what constitutes "minor" will be considered immediately and a proposal will be made to Academic Council to implement the change as proposed for 2011-2012. The essence of the task will be to allow flexibility whilst having a clear boundary with respect to what constitutes a "major" change which will require a higher level of decision making and possibly even a full validation. All "minor changes" will still be noted formally at Academic Council to ensure institutional ownership of the integrity of awards.*

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Revise Handbook for Academic Quality Enhancement to specify types of modifications to be managed at college level and those that require management at Institute level, for approval by Academic Council.	Head of QA & APR	June 2012
State of Progress – January 2013		
The relevant chapter of the Handbook for Academic Quality Enhancement has been revised and approved by Academic Council for implementation in the current academic year. Responsibility for approval of minor changes to		

modules and programmes has been devolved to Programme Committee, School and College level.		
Action	**Action owner**	**Timeframe**
Review and report oversight of implementation of new procedures for minor/major modifications to programmes/modules to Academic Council annually.	Chair of Academic Quality Assurance Committee/ Each Director and Dean of College	June 2013
State of Progress – January 2013		
The new procedure has been implemented within the current academic year, and this implementation shall be reviewed in June 2013 as the changes made are reported through Academic Quality Assurance Committee to Academic Council.		

DIT Action reference number	European Standards and Guidelines Topic
2.4	Approval, monitoring and periodic review of programmes and awards

Recommendation – Page 17, June 2011 Report
The Panel recommends that, given its centrality to a well-functioning quality assurance system, deficiencies in the operation of the Q5 process should trigger a formal programme review by the relevant School, subject to the approval by the relevant College. This would help address the gap caused by the cessation of regular programme reviews and their incorporation into School reviews.
Institute response June 2011
The QE Handbook Review Group to consider this proposal with a view to immediate implementation. The trigger point for instigating a programme review should be defined in as clear a manner as possible. The reasons for having a programme review may arise from issues raised at school reviews, external examiners' reports, Q5s, or from discussion at College Boards. It is expected that such irregular reviews will be relatively rare but this action does help close the gap as described in the recommendation.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Revise Handbook for Academic Quality Enhancement to specify the trigger points for programme review, for approval by Academic Council.	Head of QA & APR	June 2012
State of Progress – January 2013		
The current triggers for formal programme review include the School Review process and the annual monitoring process. The revised chapter on Programme Modifications now includes specific reference to the programme review procedure, where amendments sought are major and would require a programme review and also where the accumulation of minor amendments over time are considered to have a significant impact on the programme. Two such programme reviews have recently been instigated as a result of the latter.		

Action	Action owner	Timeframe
Review and report on schedule for programme reviews to Academic Council annually.	Chair of AQAC	June annually
State of Progress – January 2013		
Academic Quality Assurance Committee notes where programme reviews are requested and reports to Academic Council in this regard.		

DIT Action reference number	European Standards and Guidelines Topic
2.5	Approval, monitoring and periodic review of programmes and awards

Recommendation – Page 17/18, June 2011 Report
The Panel acknowledges that industrial relations difficulties have existed in relation to the collection of student feedback through the Q6 forms. The Panel, however, finds it unacceptable, from a quality assurance perspective, that the individual lecturer owns feedback from the student. The Panel urges DIT to address this issue as a matter of urgency as it can undermine the effectiveness of the Q5 process. DIT needs to involve students in finding a workable solution. The Panel strongly encourages academic staff to collect feedback either formally or informally on modules at an early stage and that individuals should not own the feedback. A possible model would entail feedback being collated on a programme rather than on a module basis, thus depersonalising the process. The DIT should also consider on-line approaches to collecting student feedback, and steps to allow for the collective assessment of feedback by staff in relation to programmes and modules.
Institute response June 2011
The Institute is now implementing the current student feedback procedures (Q6 forms) in full. All lecturers have been asked to distribute and collect the "Survey of Students by Lecturer" (Q6a) forms for each module and as a result of a resolution of industrial relations issues, the feedback obtained through these forms can now be made available to the Head of School. In addition to the Q6a form, the Institute already implements a programme-based form, the "Survey of Students by Head of Department" (Q6c) and this has, for the second year, been disseminated and returned on-line. The response rate, following improved promotion of the process on the part of the DIT and DITSU, has resulted in a significant increase in the feedback received from the previous year. The Institute will continue to review the response rate for the Q6c form and the effectiveness of the on-line approach to collecting feedback. *At the same time, and taking into account the Review Team's opinion, a major re-think on student feedback will take place and this will happen as part of the ongoing review of the Handbook for Academic Quality Enhancement.*

Executive owner	**Person responsible for managing action**
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Develop flow charts (see Appendix Two) to describe the narrative of the Q6 process including information gathered from the Q6A Student (Module) Survey Questionnaire and Q6C Programme Survey Questionnaire, indicating how assessment of feedback by staff in relation to programmes and modules takes place.	Head of QA & APR	November 2011
State of Progress – January 2013		
The flow charts that summarise the narrative of the Q6 A and Q6C processes have been completed and agreed in November 2011 by Academic Council.		
Action	**Action owner**	**Timeframe**
Provide an electronic Q6A template for use by Schools.	Head of QA & APR	March 2012
State of Progress – January 2013		
An electronic Q6A form is available for completion through Webcourses.		
Action	**Action owner**	**Timeframe**
Implement electronic Q6A forms.	Heads of School	May 2012
State of Progress – January 2013		
Many lecturers have utilised Webcourses for the return of Q6A forms, though a significant number continue to issue forms manually in the interest of gaining a greater return. In these cases the lecturer retains the forms for submitting to the Head of School.		
Action	**Action owner**	**Timeframe**
Revise the Q5 form, as part of the revised Handbook for Academic Quality Enhancement, to include feedback rates for Q6A and Q6B forms.	Head of QA & APR	June 2012
State of Progress – January 2013		
In part 3 of the revised Q5 form, programme committees are asked to indicate the feedback received from students.		

DIT Action reference number	European Standards and Guidelines Topic
2.6	Approval, monitoring and periodic review of programmes and awards

Recommendation – Page 18, June 2011 Report
All student representatives should receive formal induction in the operation of quality assurance processes and relevant committees of which they are members. The DIT should, perhaps through Programme Chairs or Student Services, proactively support the recruitment of student representatives and ensure that they receive appropriate training. Consideration should be given to making their presence a requirement for Programme Committee meetings to be held. Student representatives could nominate delegates to facilitate this and take responsibility for ensuring that they are present for such meetings.
Institute response June 2011
The Institute values highly the role of student representatives on its various committees and it agrees that all student representatives should receive appropriate induction in the operation of quality assurance processes and in their role as members of Programme Committees or other Institute committees. The Quality Assurance Office will work with DITSU to consider the most effective means of induction, whether through training sessions or through the provision of specific briefing material. *Consideration shall be given to the proposal that the presence of class representatives should be a requirement for Programme Committee meetings to be held and the Institute notes that DITSU has indicated that where feasible DITSU officers could attend Programme Committee meetings where class representatives are unavailable. The Institute will also investigate how Programme Chairs and Student Services can proactively support the recruitment of student representatives.*

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Develop and implement an overall approach to the induction and training of student representatives in the operation of quality assurance processes and relevant committees of which they are members.	Head of QA & APR and President of DITSU	March 2012

State of Progress – January 2013		
DITSU organises training annually in October for class representatives. The President, Director of Academic Affairs and Registrar and the Quality Assurance Office contributes to this training. In addition DITSU have recently introduced School representatives who as part of their role support and mentor new class representatives.		
Action	**Action owner**	**Timeframe**
Provide full lists of class representatives to Heads of School and QA Office.	President of DITSU	January annually
State of Progress – January 2013		
DITSU continues to work closely with the QA Office, Programme Chairs and Heads of School to ensure the election of class representatives and their participation in programme committees		

DIT Action reference number	European Standards and Guidelines Topic
2.7	Approval, monitoring and periodic review of programmes and awards

Recommendation – Page 18, June 2011 Report
The Panel strongly urges the DIT to utilise the NFQ award-type descriptors for all of its programmes and awards, both major and non-major. It should also consistently use NFQ titling and credit conventions.
Institute response June 2011
When designing and revising programmes, staff of the Institute utilise the NFQ award type descriptors for major awards. In some programme documents the award type descriptor template is used and the QE Handbook Review Group will include a requirement for the award type descriptor template to be included in new programme documents. The Institute intends to classify its non-major awards as minor, special purpose and supplementary in the revised QE Handbook.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
All new CPD Programme proposals will utilise the NFQ award-type descriptors, including minor, supplemental and special purpose awards.	Head of QA & APR	September 2011
State of Progress – January 2013		
Implemented from September 2011.		
Action	**Action owner**	**Timeframe**
Q1A or Q1B forms will be completed as a prerequisite for the consideration of all programme proposals.	Each Director and Dean of College	September 2011
State of Progress – January 2013		
The submission and approval of a Q1A or Q1B is a requirement for all new programmes.		

Action	Action owner	Timeframe
Revise Handbook for Academic Quality Enhancement to include reference in the Q1B form to CPD award classifications of minor, supplemental and special purpose awards, for approval by Academic Council.	Head of QA & APR	June 2012
State of Progress – January 2013		
The Q1A form, which has been being revised in the light of other requirements, now includes a requirement to state whether the award is a minor, supplemental or special purpose award.		
Action	**Action owner**	**Timeframe**
Each College to ensure that all existing CPD, part-time, corporate, in-house, off campus, international and short programmes (for both DIT and other awards) conform to minor/special purpose/supplemental classifications on the NFQ. A report specifying compliance to be submitted to Academic Council.	Each Director and Dean of College	June annually
State of Progress – January 2013		
The Quality Assurance Office maintains a listing of all current CPD awards of 10 ECTS or over which includes the NFQ level as well as award type (minor, supplemental, special purpose).		

DIT Action reference number	European Standards and Guidelines Topic
2.8	Approval, monitoring and periodic review of programmes and awards

Endorsed Action – Page 18, June 2011 Report
Further develop monitoring procedures for partnerships with other HEIs and with professional accreditation and recognition bodies and to maintain a single repository for all partnership agreements. *Ensure compliance requirements are fully communicated and met in partnership agreements*

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Revise Handbook for Academic Quality Enhancement to improve the process for the accreditation, management and monitoring of external partnerships.	Head of QA & APR	June 2012

State of Progress – January 2013
DIT is currently undergoing significant changes in relation to its procedures for the accreditation, management and monitoring of external partnerships. A revised process for the accreditation of partner organisations is currently under discussion. New guidelines for the development of Strategic Partnerships were agreed in October 2012. These developments are being informed by the Irish Higher Education Quality Network (IHEQN) guidelines on collaborative provision and the Quality and Qualifications Ireland (QQI) legislation. Proposals for collaborative provision that are ongoing are following the draft procedures.

Action	Action owner	Timeframe
Each partner to provide a complete record of students in a specified format by a particular date.	Head of Student Registrations	October / February annually

State of Progress – January 2013
A process is in place whereby a template is completed by schools with all required information and submitted to student administration. Records are maintained.

DIT Action reference number	European Standards and Guidelines Topic
3.1	Assessment of students

Recommendation – Page 21, June 2011 Report
DIT is encouraged to continue to improve the quality and consistency of information on assessment in Student Handbooks and on CourseWise
Institute response June 2011
The Learning Teaching & Technology Centre (LTTC) to define a 'standard' for the articulation of information on assessment and devise an implementation plan to be communicated to all staff together with training workshops.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of LTTC

Action	Action owner	Timeframe
Develop an Institute standard on the information required on assessment.	Head of LTTC	September 2012
State of Progress – January 2013		
DIT Module descriptor amended to include additional key information regarding assessment, assessment methods list and associated definitions developed, assessment strategy checklist compiled. Tabled as part of an LTTC assessment paper to the Learning, Teaching and Assessment Strategies Committee, reviewed by a sub-group of this committee and circulated to all colleges for information, comment and feedback. Recommendations forwarded to QE handbook review group. Ongoing series of Assessment workshops initiated in all Colleges from session 2011/2 onwards		
Action	**Action owner**	**Timeframe**
Each student handbook to conform to the new format and will be available on-line linked with other on-line resources.	Each Programme Chair	September 2012
State of Progress – January 2013		
The new Student Handbook with appropriate links to DIT policies, guidelines and resources has been issued as of September 2012. Where new programmes are seeking validation the new format is being implemented and by September 2013 all student handbooks should follow the new format.		

Action	Action owner	Timeframe
Review the effectiveness of student handbooks and report annually to Academic Council.	Each Director and Dean of College	September 2012
State of Progress – January 2013		
All College Directors report annually to confirm that student handbooks are made available to students on each year of each programme.		
Action	**Action owner**	**Timeframe**
Develop and implement common business processes underpinned by and contingent on a single integrated IS system, as follows:		
consolidate existing business processes	Head of QA/APR and Academic Affairs Operations Manager	February 2012
State of Progress – January 2013		
Relevant QA business processes have been revised and approved		
Action	**Action owner**	**Timeframe**
undertake systems analysis and beta implementation	Chief Information Officer	September 2012
State of Progress – January 2013		
The population of the new module descriptor template will take place as part of phrase 2 of the data integration project		
Action	**Action owner**	**Timeframe**
full implementation across the Institute	Head of QA & APR and Chief Information Officer	September 2013
State of Progress – January 2013		
It is envisaged that Phase 2 of the Data Integration Project shall be implemented by September 2013.		

DIT Action reference number	European Standards and Guidelines Topic
3.2	Assessment of students

Recommendation – Page 21, June 2011 Report
DIT must ensure the consistent alignment of assessment practice with learning outcomes. It could support this through sharing practice, and by devising templates and tools to assist staff. The significance of this is that the DIT must be able to know and demonstrate that programme learning outcomes have been achieved.
Institute response June 2011
LTTC to develop a common approach based on current best practice to ensure an alignment of assessment and learning outcomes. The emphasis will be on ensuring that the stated programme learning outcomes are assessable without being prescriptive as to the means.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of LTTC

Action	Action owner	Timeframe
Develop guidelines in relation to contact hours, assessment criteria, timely feedback, bottlenecks in submission dates, supporting independent learning for programmes in each discipline area.	Head of LTTC	March 2012
State of Progress – January 2013		
DIT Module descriptor amended to include additional key information regarding the breakdown between learning and teaching methods and independent learning for each module aligned to learning outcomes. Assessment methods list and associated definitions developed, assessment strategy checklist compiled. Recommendations forwarded to QE handbook review group. Strategies to address bottlenecks in submission dates included as part of new Student Engagement strategy. Series of Assessment workshops offered in all Colleges from session 2011/2 onwards. Cross College working group established by the LTAS committee in October to develop the DIT Assessment Handbook and associated assessment and feedback templates		

Action	Action owner	Timeframe
Develop a standard on the information required on assessments and the alignment of assessment with learning outcomes.	Head of LTTC	April 2012
State of Progress – January 2013		
DIT Module descriptor amended to include additional key information regarding the alignment between assessment methods to module learning outcomes. Assessment methods list and associated definitions developed, assessment strategy checklist compiled. Recommendations forwarded to QE handbook review group.		
Action	**Action owner**	**Timeframe**
Provide additional training and support to ensure consistent application of the General Assessment Regulations.	Head of LTTC	June 2012
State of Progress – January 2013		
First series of Assessment workshops offered in all Colleges in 2011/2, discontinued due to LTTC staff shortages in session 2012/3.		
Action	**Action owner**	**Timeframe**
Revise Handbook for Academic Quality Enhancement to specify information required.	Head of QA & APR	June 2012
State of Progress – January 2013		
The new module descriptor and relevant chapters of the Handbook for Academic Quality Enhancement have been revised in relation to learning outcomes.		

DIT Action reference number	General heading/Topic
3.3	Assessment of students

Recommendation – Page 21, June 2011 Report
DIT should monitor and track the implementation of its Recognition of Prior Learning (RPL) policies – including tracking students' use of RPL, their progression and making data easily available to staff and to the quality assurance system.
Institute response June 2011
Systems will be implemented to allow RPL policies to be monitored and to track the progression or otherwise of students who have had their prior learning recognised.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Each Director and Dean of College

Action	Action owner	Timeframe
Report on the implementation of RPL for admissions and exemptions annually to Academic Council.	Each Director and Dean of College	March annually
State of Progress – January 2013		
Colleges track and oversee the implementation by Schools of the RPL policy.		
Action	**Action owner**	**Timeframe**
Develop and implement common business processes underpinned by and contingent on a single integrated IS system, which includes the most appropriate mechanism to allow students granted exemptions through RPL to be tracked on IS systems.	Head of QA & APR and Academic Affairs Operations Manager and Chief Information Officer	June 2013
State of Progress – January 2013		
All students who have been granted a module exemption are entered as Ex on the Banner System. The standardisation of this practice across the Institute greater facilitates the tracking of such students on Banner.		

Dependencies	Develop and implement common business processes underpinned by and contingent on a single integrated IS system.

DIT Action reference number	European Standards and Guidelines Topic
3.4	Assessment of students

Recommendation – Page 21, June 2011 Report
DIT must address inconsistencies in the quality, depth and scope of External Examiners' reports and their oversight of the alignment between learning outcomes and assessment.
Institute response June 2011
The form external examiners use will be re-designed to seek greater consistency and alignment between learning outcomes and assessment.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Each Director and Dean of College

Action	Action owner	Timeframe
Revise Handbook for Academic Quality Enhancement to include redesigned External Examiner report form to include a section that will enable external examiners to comment on specific initiatives e.g. alignment of assessments to learning outcomes.	Head of QA & APR	June 2012
State of Progress – January 2013		
Focus groups have taken place in relation to current external examiners report form, and a survey issued to external examiners and the form shall be revised taking account of feedback received.		
Action	**Action owner**	**Timeframe**
Report to Academic Council on value and consistency of external examiner reports.	Each Director and Dean of College	September/October annually
State of Progress – January 2013		
All College Directors report annually on external examiner reports received and issues arising.		

DIT Action reference number	European Standards and Guidelines Topic
3.5	Assessment of students

Endorsed Action – Page 22, June 2011 Report
Bring to an early resolution the review of the academic calendar - with a view (in particular) to including appropriate interventions to avoid repeat assessments and/or the carry forward of failures into subsequent years. *Address concerns regarding semesterisation and calendar implications.*

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of Academic Affairs and Registrar

Action	Action owner	Timeframe
Include on the agenda for Management Forum.	Head of Strategic Planning	February 2012
State of Progress – January 2013		
Management Forum discussed draft versions of the calendar at a meeting in February 2012.		

Action	Action owner	Timeframe
Bring forward a final proposal on Academic Calendar to Academic Council and SLT.	Director of Academic Affairs & Registrar	January 2012
State of Progress – January 2013		
Academic Council discussed and agreed a new Academic Calendar in March 2012, and this was subsequently approved by Senior Leadership Team, for implementation from September 2013. Consultations are currently in progress with social partners in this regard.		

DIT Action reference number	European Standards and Guidelines Topic
4.1	Teaching quality

Recommendation – Page 24, June 2011 Report
There is a need for a co-ordinated strategy to address the teaching, learning and assessment needs of staff, particularly those who have not undertaken induction or completed the Postgraduate Diploma in Third-level Learning and Teaching. This is particularly important in the context of long tenure arrangements for staff.
Institute response June 2011
Academic Affairs is to bring forward a plan to address this recommendation. For lecturers who have not engaged in the PgDip Third Level Learning and Teaching it is proposed to redress this via the PMDS system and staff development policies.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of LTTC / Staff Training and Development Officer

Action	Action owner	Timeframe
Develop a plan to address the staff development needs of academic staff to include additional measures to encourage excellence in teaching.	Head of LTTC	May 2012
State of Progress – January 2013		
Data compiled around workshop/programme/course staff attendance by LTTC and a breakdown by College/School circulated to College Directors. New suite of CPD short courses developed/modules offered from within existing LTTC offerings (+ programme exemption options) from beginning of 2012 to attract staff who might not be interested in undertaking full PGDip. Possible set of negotiated 5 ECTS short courses in LTA offered to each College Director in June 2012. These aim to link into Current College concerns/challenges faced. PMDS system LTTC/SDev CPD options reviewed and amended under auspices of Staff Development Committee		
Action	**Action owner**	**Timeframe**
Incorporate this plan into the DIT Staff Development Plan.	Staff Training and Development Officer	September 2012

State of Progress – January 2013
Paper on how LTTC & ST&D will work with Schools/Departments in identifying and responding to needs identified in PMDS that is currently being reviewed by Staff Development Committee will be proposed to HRC for adoption. HRC have approved proposal to extend full Fee Waivers to HPALS participating on LTTC accredited programmes with proviso that staff for whom the PG Diploma is mandatory are not being displaced by HPALS and no payment will be made to HPALS who choose to attend. Guidance notes and checklist developed under new PMDS processes are on web site and highlight supports and initiatives available through LTTC.

DIT Action reference number	European Standards and Guidelines Topic
4.2	Teaching quality

Recommendation – Page 24/25, June 2011 Report
In a university-like institution such as the DIT, research activity and research competence is vitally important to the quality of academic staff and the education of students. The contact hours of staff are very high (also when seen from the perspective of student needs). The Panel recognises that it is neither practicable nor desirable for all academic staff to engage heavily in research. However, it is a major challenge to the DIT to ensure, under the current employment obligations, that all or the majority of academic staff relate actively to relevant scholarship and/or research that must inform their teaching. While the current contractual obligations are not the DIT's responsibility, the Panel urges that they be modified by the relevant authorities to allow the Institution to strengthen its research capacity. The Panel encourages the DIT, meanwhile, to continue to work to find smart solutions to this challenge: for example, the rotation of academic tasks, smaller course-related development work, 'meta-research' on relevant research by staff in their own disciplines - and to encourage and support faculty with strong research potential to engage in research. • *DIT should proceed with the introduction of the proposed "Licence to Supervise" qualification with rigorous criteria for admission to this status* • *The roll-out of the PMDS to all teaching staff should be advanced as a matter of priority*
Institute response June 2011
DIT will continue to engage with the Higher Education Authority and national policy via the Department of Education & Skills to seek acceptable sectoral solutions to this issue. Meanwhile, DIT will continue to identify and implement "smart solutions" as the Panel has suggested. • *DIT will proceed with implementation during the next academic year.* • *A process of reinvigorating and embedding PMDS is being progressed and overseen by the High Level PMDS Working Group.*

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of HR / Director of Research and Enterprise / Each Director and Dean of College/Heads of School

Action	Action owner	Timeframe
Present a report from the high level PMDS group to the Human Resources Committee.	Director of HR	March 2013
State of Progress – January 2013		
The terms of reference of the PMDS Joint Implementation Group of which the Director of HR is a member and which is chaired by the Director of Student Services were amended at a meeting on the 3rd May 2012 to include "consideration of the requirements of the Quality Enhancement Action Plan" in regards to PMDS and to request appropriate reports". It was noted that the reports should include the following: • An outline of the updated process • Details of the number of PDP meetings held since the updated process have been implemented. • Report on TDPs and the achievement of plans • Summary of training and development outcomes from the online tool • Analysis of the success of the Integrated Programme from the Strategic Development Services Team.		
Action	**Action owner**	**Timeframe**
Bring forward a final proposal on Academic Calendar to Academic Council and SLT.	Director of Academic Affairs and Registrar	February 2012
State of Progress – January 2013		
Academic Council endorsed the proposal for a revised Academic Calendar on 28th March 2013 for implementation in 2013/14. (see recommendation 3.5)		
Action	**Action owner**	**Timeframe**
Produce a plan which amplifies expectations for academic staff for consideration at SLT.	Director of AA&R, Director of R&E, Director of HR	March 2012
State of Progress – January 2013		
A meeting took place on 23rd April 2012. There are a number of policies which could assist in this action i.e. Induction, Probation, PMDS and Progression. PMDS and Progression policies are under active review and compliance with Induction and Probation policies is reviewed by HRC on a twice yearly basis.		
Action	**Action owner**	**Timeframe**
Progress the "Licence to Supervise" initiative and to report annually to Academic Council.	Head of the Graduate Research School	May 2012

State of Progress – January 2013		
In collaboration with the UK Council for Graduate Education a professor who is very experienced in facilitating training for supervisors has been identified and contacted. Professor Pamela Denicolo BA (Hons) PhD CPsychol AFBPsS FHEA MRPharmS from the University of Surrey has agreed to deliver the License to Supervise. Arrangements are now in train to meet with Ms Phil Kenna to deliver this event through Staff Training and Development unit in the academic session 2012/1013.		
Action	**Action owner**	**Timeframe**
Develop guidelines on Team Development Plans for academic staff that will include specific requirements for the linkage between teaching and research.	Director of AA&R/ Each Director and Dean of College	March 2012
State of Progress – January 2013		
This item has been referred to the Institute's SLT Academic & Research Sub-Group for further consideration.		
Action	**Action owner**	**Timeframe**
Ensure existing policies are fully implemented and report thereon annually to Academic Council via the Research & Scholarship Committee.	Director of R&E	June 2012
State of Progress – January 2013		
DRE has created an action plan which incorporates these requirements and was approved by Governing Body in November 2012. (see recommendation 8.1)		

DIT Action reference number	European Standards and Guidelines Topic
4.3	Teaching quality

Endorsed Action – Page 25, June 2011 Report
Review quality assurance measures inherent to policies and procedures for staff selection and progression.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of Human Resources

Action	Action owner	Timeframe
Review staff selection and progression procedures. Implement changes identified	Director of HR	March 2012 August 2012

State of Progress – January 2013
Quality Assurance Measures inherent to policies and procedure for staff progression are actively under review by the SLT and subject of discussion with the Teachers Union of Ireland. It is intended that a revised policy and procedure will be in place by September 2013. In relation to Recruitment, the major focus has been to enhance our electronic recruitment platform through the E-Recruit Implementation Project. However in the context of its obligations under Excellence in Administration, HR will ultimately assume responsibility for all administrative aspects of recruitment. Also as part of its strategy HR will review QA measures in respect of staff selection.

DIT Action reference number	European Standards and Guidelines Topic
5.1	Learning resources and student support

Recommendation – Page 28, June 2011 Report
The Panel fully recognises the enormous logistical and cost constraints under which DIT operates. However, it needs to extend library opening hours and increase inter-operability across libraries.
Institute response June 2011
Director of Academic Affairs & Registrar and the Head of Library to bring forward proposals to address this recommendation.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Library Services

Action	Action owner	Timeframe
Progress the proposal to implement one library on the southside and one on the northside, in order to optimise economies of scale.	Head of Library Services	June 2012
State of Progress – January 2013		
The proposal was introduced to the DIT Senior Leadership Team in July 2011, then discussed at a meeting of Library Committee in October 2011. In February 2012, a joint meeting of Library Committee and the Libraries Development Project (LDP) Steering Group received an architect's presentation that described the six existing libraries, identified the space requirements of the two new libraries and outlined the opportunities for providing that space in Aungier Street and in Bolton Street. The project was discussed further at Library Committee and at other fora during the spring and summer months. A formal proposal to amalgamate the existing 6 libraries into 2 expanded libraries was submitted to the first meeting of the new Sub-Committee in October 2012. During discussion there it became clear that developments at Grangegorman precluded any significant expenditure on the LDP in the foreseeable future and the Head of Library Services was actioned to review alternatives for amalgamation of the libraries. That review will take place as part of a wider review and development of a new strategy for Library Services during the first half of 2013.		

DIT Action reference number	European Standards and Guidelines Topic
5.2	Learning resources and student support

Recommendation – Page 28, June 2011 Report
The Panel urges DIT to implement the EUA report recommendations (2006) to introduce both a structured approach to managing work placements and a consistent approach to the assessment of learning associated with work placements.
Institute response June 2011
The work-placement component is an important part of many of the Institute's undergraduate programmes. The Institute has gained substantial experience in designing work placements to meet the programme learning outcomes and in the management of monitoring of such work placements across a range of programmes across the Institute. The Institute will establish a working group to examine the current best practice in the organising and monitoring of work placements across the Institute. This working group will develop guidelines on best practice for the assessment of learning associated with different types of work placement and will make recommendations on how work placements should be managed and assessed. It is likely that placements will each form a free-standing module within the system.

Executive owner	**Person responsible for managing action**
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records

Action	**Action owner**	**Timeframe**
Receive and consider recommendations of Working Group on work placements.	Head of QA & APR	March 2012
State of Progress – January 2013		
A Working Group consisting of membership across the DIT has drafted a report with specific recommendations that include the adoption of good practice guidelines for structured work placements. The report and recommendations will go forward for consideration by Academic Quality Assurance Committee early in 2013 with a view to seeking adoption by Academic Council.		
Action	**Action owner**	**Timeframe**
Revise Handbook for Academic Quality Enhancement in light of Working Group	Head of QA & APR	June 2012

recommendations, for approval by Academic Council.		
State of Progress – January 2013		
The Handbook for Academic Quality Enhancement shall be revised in line with the above report and recommendations once approved by Academic Council.		

DIT Action reference number	European Standards and Guidelines Topic
5.3	Learning resources and student support

Recommendation – Page 28, June 2011 Report
The Panel, whilst recognising that this is a matter primarily for the HEA, encourages the DIT to seek access to IReL and to use every instrument to address this.
Institute response June 2011
There has been some progress made in respect of IReL and further actions will be taken as necessary. This recommendation will be brought to the attention of the HEA.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Library Services

Action	Action owner	Timeframe
Report on progress in relation to IReL annually to Academic Council.	Head of Library Services	May annually
State of Progress – January 2013		
Following renewed representation by DIT, the HEA convened a meeting in March 2012 to consider ways of expanding IReL into a truly national information resource. The meeting was attended by representatives of DIT, the IUA, IOTI, HSE and various state research bodies. It was quickly agreed by all present that expanding IReL is desirable; the immediate way forward is for libraries to pool their financial resources in order to negotiate single consortium deals with suppliers; and a small number of information resources were to be selected for a pilot project to prove the concept. Following the March meeting, work was undertaken to identify 2 or 3 resources of interest to all the libraries and to which all could commit funding. Then IRIS (the small company that manages IReL) was to negotiate with suppliers to achieve consortium deals. Before that could happen, however, IRIS lost one-third of its staffing and reported it was unable to take on any extra work – so the pilot project had to		

be deferred. The project resumed at the end of 2012, when the vacant post at IRIS was filled, and negotiations with suppliers of two significant databases will begin in early 2013.

Meanwhile, a parallel initiative developed as follows:

There are several large-scale information resources to which the Universities subscribe but which are outside IReL. One such resource is 'Science Direct' from Elsevier – to which most of the IoTs (including DIT) subscribe as well.

During the Summer, all the Universities and all the IoTs came together to form a consortium led by NUI Maynooth to negotiate a new contract with Elsevier, starting in January 2013.

Negotiations concluded in December. Although a hoped-for price reduction was not achieved, the consortium did secure a moderated price increase, a multi-year deal and some improvement in database content.

Joint procurement is widely expected to produce savings in purchase prices and to deliver other benefits. Experience to date is limited but being part of a large library consortium does reduce negotiating effort and may well help to keep down prices. Further experience will be gained during 2013.

DIT Action reference number	European Standards and Guidelines Topic
5.4	Learning resources and student support

Endorsed Action – Page 29, June 2011 Report
Continue to take measures necessary to ensure learning spaces are fit for purpose, used efficiently and maintenance is improved where necessary.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of Finance and Resources / Each Director and Dean of College

Action	Action Owner	Timeframe
Refit Kevin Street building to improve laboratory facilities.	Buildings Officer	December 2011
State of Progress – January 2013		
This has been completed		

Action	Action owner	Timeframe
Install state-of-the-art baking facilities.	Buildings Officer	December 2011
State of Progress – January 2013		
These facilities were installed in DIT Cathal Brugha Street making an additional multi-purpose available for use in Kevin Street		

Action	Action owner	Timeframe
The Annual Monitoring Forms (Q5s), through College Quality Action Plans, to continue to inform the annual maintenance and refurbishment plan which is approved by the Executive Resources Committee.	Each Director and Dean of College	January Annually
State of Progress – January 2013		
The Q5 forms were due to be submitted to Colleges for inclusion in their action plan in November and the Colleges are currently reviewing them to inform their annual maintenance and refurbishment plan. The Executive Resources Committee has been discontinued and a Campus Development sub-committee of SLT has been formed which will consider these requirements.		

Action	Action owner	Timeframe
Complete Bolton Street refit.	Buildings Officer	December 2012
State of Progress – January 2013		
All works are complete on the Bolton Street main building. Phase 5 work on the Linenhall site is to be completed.		

Action	Action owner	Timeframe
Scope out Northside and Southside libraries (see Recommendation 5.1).	Head of Library Services	February 2012
State of Progress – January 2013		
(see Recommendation 5.1).		

Action	Action owner	Timeframe
Consider College of Engineering and Built Environment common spaces initiative to improve the student experience.	Buildings Officer	September 2012
State of Progress – January 2013		
This space has been identified and conversion is in progress.		

Action	Action owner	Timeframe
Timetable programmes across the full week to use space and resources more effectively. Report to College Executives and on to SLT.	Each Head of School Each Director and Dean of College	Annually Annually
State of Progress – January 2013		
Each College keeps under active consideration how best to timetable to make the most use of the available space and resources. (See Recommendation 1.6)		

DIT Action reference number	European Standards and Guidelines Topic
5.5	Learning resources and student support

Endorsed Action – Page 29, June 2011 Report
Continue detailed planning for the new campus at Grangegorman

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of Student Services

Actions	Action owner	Timeframe
Transfer ownership of Grangegorman site to GDA.	Head of Campus Planning	February 2012
Award of site Strategic Development Zone planning scheme.		March 2012
Finalise site infrastructure and public realm plan.		April 2012
Establish use of meeting space in Clocktower building.		April 2012
Expand DIT administrative presence in Grangegorman.		May 2012
EHSI building brief development & detailed design.		September 2012
Continue detailed planning for DIT main facilities.		June 2012
Initiate planning and consultation on student accommodation on campus.		December 2012

State of Progress – January 2013

Much progress has been made around this Action. The relocation of DIT to a single campus at Grangegorman remains a key objective for the Institute. During 2012 many milestones were established as follows:

- The ownership of a substantial portion of the Grangegorman site has transferred by the HSE to the Grangegorman Development Agency (GDA) to be developed as a campus for DIT;

- During 2012 the DIT Access & Civic Engagement Office relocated from 23 Mountjoy Sq. bring a further 20 people on to the site;
- Planning Approval under the SDZ process has been achieved;
- The architectural firm Coady Partnership were appointed to complete a full study for on all the Protected Structures;
- The Master Planning Team lead by MRY and DMOD lodged a full planning application for Site Infrastructure and Public Realm which was granted by Dublin City Council in December;
- Planning permission for demolition was issued by DCC;
- The architectural firm RKD were appointed to design the Environmental Health Sciences Institute (ESHI) building;
- In July the Government committed circa £300m to the new campus development;
- The architectural firm Taylor Architects were appointed to design the refurbishment of six of the protected Structures and the building occupied by the Agency, ACE and the Campus Planning Office. They lodged the first planning application in December
- The brief development for the major quads on campus was significantly advanced and the Technical Advisors were appointed by National Development Finance Agency (NDFA);
- The current programme is to have in excess of 1,000 students being relocated in 2014 with a further 10,000 in 2017.

DIT Action reference number	European Standards and Guidelines Topic
5.6	Learning resources and student support

Endorsed Action – Page 29, June 2011 Report
Leverage on-line resources to enable flexible provision of programmes, services, information and communication between staff and students

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer / Head of LTTC

Action	Action owner	Timeframe
Initiate pilot of lecture capture software with audio-visual technicians / upgrade of telematics facilities.	Head of LTTC and Chief Information Officer	February 2012
State of Progress – January 2013		
Pilot conducted. Two lecture theatres have been equipped with Echo360 lecture capture software – one in Aungier St and one in Cathal Brugha st. Local technical support network established (see http://www.dit.ie/lttc/aboutthelttc/lttcspotlight/echo360/)		
Action	**Action owner**	**Timeframe**
Propose model for virtual campus and establish resource requirements.	Head of LTTC	March 2012
State of Progress – January 2013		
Paper outlining possible DIT Virtual Campus models and associated advantages/disadvantages of various approaches was prepared by Head of eLearning Support and Development. This was followed by a Second paper outlining projected Virtual campus set up times and costings produced in consultation with IS Services. This paper has been submitted to SLT.		
Action	**Action owner**	**Timeframe**
Identify new demands for learning and teaching initiatives (see Recommendations 4.1 and 4.2).	Head of LTTC	November annually

State of Progress – January 2013
Ongoing Learning and teaching academic development needs are identified through PMDS. Regular online surveys are conducted through the Staff Development Office with feedback being used to inform training/workshop schedules. Regular contact is maintained between the LTTC, Staff Training and Development and College Deans, Heads of Learning Development and Heads of School. Contact is initiated where there is a likelihood that additional support might be required eg for new programmes, school reviews etc. Events, project calls and initiatives eg Student Transitions: Expectations, Engagement, Retention (STEER) working to support student transition into HE function to identify new areas of need by staff. The LTAS committee which includes College nominees is involved in putting in place strategies to address any emergent needs.

DIT Action reference number	European Standards and Guidelines Topic
5.7	Learning resources and student support

Endorsed Action – Page 29, June 2011 Report
Continue implementation of the widening participation strategy.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Admissions

Action	Action owner	Timeframe
Meet quotas as set out in the Widening Participation Strategy of 2010 particularly for Mature, FETAC, HEAR and DARE entry routes.	Head of Admissions	Annually

State of Progress – January 2013

DIT Strategy on Widening Participation (April 2010) set a target for widening participation students entering DIT in 2015 of 34%, with 30% of full-time undergraduate places reserved for widening participation students. An interim target of 25% to be reached by 2013 was agreed.

DIT has matched or exceeded its targets for 2010 -2012 and has reached 25% of wholetime undergraduate intake 3 years in advance of strategic target for instance:

- Mature students intake into 1st year for 2010 was 513 which accounts for over 15% of 1st year student cohort up from 309 (10%) in 2009
- Target of 20% mature student participation in 1st year undergraduate programmes by 2015, with interim targets of 12% by 2011 and 15% by 2013.

Action	Action owner	Timeframe
Maintain student admissions processes under constant review.	Head of Admissions	Annually

State of Progress – January 2013

- Monitoring of applications, offers, acceptances and registrations by the Mature Student recruitment officer.
- Monitoring of data on mature student, access, mature access and Disability students retention by the Retention Officer.
- Mature Student Access Course doubled its numbers from 25 to 50 in

since 2009 and is developing specific pre-access targeting for members of the Traveller Community.

Across all widening participation initiatives and programmes data is monitored rigorously initially through the Recruitment Admissions and Registration Induction /Orientation process with specific emphasis on

- Establishment of Pre-entry database
- Evaluation of pre-entry initiatives
- Peer Mentor Programme evaluation by post entry staff
- Orientation Programme evaluation by post entry staff

Post entry database – keeping a record on student results, their status (whether they are current, repeating, deferred or graduated).

Action	Action owner	Timeframe
Continue to implement the DIT International Student Strategy with a particular emphasis on the internationalisation of DIT's learning, teaching and research activities.	Head of International Office	Annually

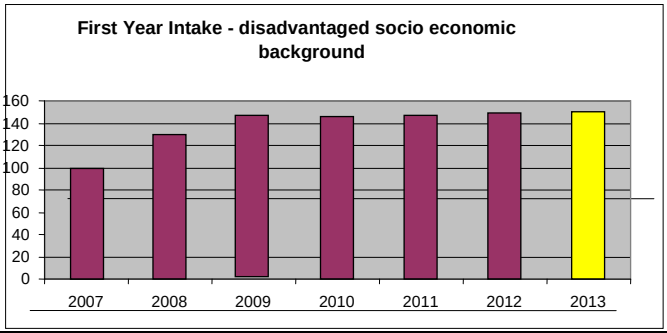
State of Progress – January 2013

The DIT Internationalisation Strategy was updated and approved by SLT in 2012. Much emphasis has been placed on creating a sustainable approach to attracting international students to DIT. The creation of the DIT International Foundation Programme in Sept 2011 proved a useful intervention in this regard. The appointment of a Programme Coordinator highlights a commitment by DIT to this activity.

Action	Action owner	Timeframe
Continue to promote access and participation in higher education and to promote civic engagement.	Head of Admissions	Annually

State of Progress – January 2013

DIT continues to highlight the importance of promoting access and widening participation within its Institutional Strategy. The number of Access students continues to grow. In 2012 Access students constitute 6% of the full-time undergraduate cohort.



Action	Action owner	Timeframe
Continue to integrate student service support activities with mainstream academic provision with a view to enhancing the overall student experience.	Manager of Campus Life	Annually

State of Progress – January 2013
This work continues. Linking the intellectual, professional and personal dimensions to optimise overall student development remains a key objective for the Institute. In particular, initiatives such as Peer Mentoring, the Careers Development module, study skills initiatives, and Lead, Engage, Develop, Achieve (LEAD) module have been developed to strengthen integration between support services and academic provision.

Action	Action owner	Timeframe
Continue the work of the DIT Student Experience Committee reporting annually to academic council.	Director of Student Services	Annually

State of Progress – January 2013
This Sub Committee of Academic Council developed a draft Strategy on Student Engagement and presented it to Academic Council. It is anticipated that this Strategy will be approved during the academic year 2012/13.

Action	Action owner	Timeframe
Achieve the following targets for 2012 as follows:		
• Student volunteering 31%	Manager of Campus Life	June 2013

State of Progress – January 2013
Student volunteering remains a key target for Student Services. The January 2012 Student Satisfaction Survey showed that 25% of DIT students were involved in volunteering, and actions are being taken to support new volunteering initiatives.

Action	Action owner	Timeframe
• Mature Student Intake 14%	Head of Admissions	September 2012

State of Progress – January 2013
DIT targets met as described above. In 2011 DIT's Mature Student Access Programme attracted 140 students and this programme was funded entirely through philanthropy.

Action	Action owner	Timeframe
• Students with disability 6%	Head of Admissions	September 2012
State of Progress – January 2013		
The DIT Disability Service continues to underpin growing student numbers.		

Action	Action owner	Timeframe
• Careers module 85%	Manager of Campus Life	June 2013
State of Progress – January 2013		
The Careers module is now in place in 80% of programmes in DIT.		

Action	Action owner	Timeframe
• Peer Mentoring programmes 4%.	Manager of Campus Life	September 2012
State of Progress – January 2013		
Peer Mentoring programmes are now being implemented in each of the four colleges. 6.5% of Schools in DIT now have a Peer Mentoring programmes. It is planned to continue scaling up the programme to reach more schools.		

DIT Action reference number	European Standards and Guidelines Topic
5.8	Learning resources and student support

Endorsed Action – Page 29, June 2011 Report
Improve student attendance, where necessary

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Admissions

Action	Action owner	Timeframe
Review undergraduate student attendance policies and procedures and report to Academic Council.	Head of Admissions	March 2012

State of Progress – January 2013
A complete review on attendance policy and monitoring has been undertaken across the colleges within DIT by The Admissions & Enrolment Planning Office. An initial report will be presented to The Admissions and Recruitment Committee (a subcommittee of Academic Council) in March 2013 for discussion and approval before the final report is presented to Academic Council in May 2013.

DIT Action reference number	European Standards and Guidelines Topic
6.1	Information systems

Recommendation – Page 31, June 2011 Report
The new IS strategy should take account of how Information Systems can support quality assurance.
Institute response June 2011
The recommendations provided within the review to be prioritised within the operation plan for the Information Systems function.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer

Action	Action owner	Timeframe
Develop and implement common business processes underpinned by and contingent on a single integrated IS system, including the need to consolidate existing business processes (see Recommendation 1.2).	Head of QA & APR and Academic Affairs Operations Manager	February 2012
State of Progress – January 2013		
These common business processes were determined and approved by Academic Council in June 2012. A data integration project has been established to develop the single integrated IS system.		
Action	**Action owner**	**Timeframe**
Revise IS operational plan to satisfy QA requirements.	Head of QA & APR / Chief Information Officer	March 2012
State of Progress – January 2013		
IT Strategic Development Plan 2012-14 includes QA requirements.		

DIT Action reference number	European Standards and Guidelines Topic
6.2	Information systems

Recommendation – Page 31, June 2011 Report
Whilst acknowledging the challenges to integrate IS, the Panel recommends that work be advanced to achieve compatibility between CourseWise and Banner.
Institute response June 2011
A project is already underway to bring together Banner and CourseWise to provide an integrated seamless source of module and programme information. Full implementation will be progressed as a matter of priority.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer / Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Specify the business requirements for a single electronic programme / module repository.	Head of QA & APR and Academic Affairs Operations Manager	December 2011
State of Progress – January 2013		
The Business requirements were specified and have been revised to include additional requirements for reporting and enhanced student services functionality and incorporated into the requirements for the single integrated IS system (see recommendation 1.2)		
Action	**Action owner**	**Timeframe**
Report on solutions and timeframes in relation to this specification.	Chief Information Officer	January 2012
State of Progress – January 2013		
Banner and the Coursewise Catalogue and have been integrated to form a new programme and module catalogue which is available at: www.dit.ie/catalogue.		

Action	Action owner	Timeframe
Develop a process for Schools to transfer legacy data identifying resource requirements.	Chief Information Officer	May 2012
State of Progress – January 2013		
The data has been transferred from the Coursewise database onto the new programme and module catalogue. Consideration is currently being given by the IS department as to how legacy data that was not held on Coursewise can be inputted into the new catalogue.		

DIT Action reference number	European Standards and Guidelines Topic
6.3	Information systems

Recommendation– Page 31, June 2011 Report
The DIT is encouraged to facilitate the greater automation of quality assurance processes (from input to retrieval) as a means of improving efficiency, managing workflows and records and in ensuring timely access to data and a fully informed profile of activity. This needs to be accessible to Programme Committees, Schools, Colleges, Academic Affairs and the Registrar, dedicated Quality Assurance personnel and Student Services.
Institute response June 2011
The solution to be adopted will be full on-line availability of information in a structured format.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer

Action	Action owner	Timeframe
Define the user requirements for the workflow of a document management system based on the Handbook for Academic Quality Enhancement.	Head of QA & APR	February 2012
State of Progress – January 2013		
The Handbook for Academic Quality Enhancement was revised in June 2012 and the work flow requirements have been specified.		
Action	**Action owner**	**Timeframe**
Specify and procure the best information system to meet these requirements.	Chief Information Officer	June 2012 (subject to funding)
State of Progress – January 2013		
These requirements are being considered as part of the Institute's Document Sharing project.		

Action	Action owner	Timeframe
Implement new automated workflow pilot for Q5 process.	Each Director and Dean of College	October 2012
State of Progress – January 2013		
A revised timeframe for implementation will be required once the new Document Sharing system has been developed.		

DIT Action reference number	European Standards and Guidelines Topic
6.4	Information systems

Recommendation – Page 31, June 2011 Report
The DIT is also encouraged to develop the capacity of its Information System to provide more automated student cohort analysis, for example, to measure and track student progression from entry to achievement of an award and make this easily available to the quality assurance system (in place of the manual extrapolation of data).
Institute response June 2011
Systems and data management processes will be modified to enable both individual students and student cohorts to be tracked and reported on for specified academic purposes, with the elimination of manual extrapolation of data to be set as a priority.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer

Action	Action owner	Timeframe
Develop an Information Strategy to further the integration of the Institute's applications using a user centred design approach.	Chief Information Officer	February 2012
State of Progress – January 2013		
IT Strategic Development Plan 2012-14 includes the requirement for the Institute's applications using a user centred design approach.		

Action	Action owner	Timeframe
Establish a number of working groups, including examinations, admissions, registrations, finance, Programme Chairs to specify the reports required as part of tracking students / student cohorts.	Chief Information Officer	May 2012
State of Progress – January 2013		
Deferred. Relevant individuals are currently being consulted with as part of the Data Integration Project.		

Action	Action owner	Timeframe
Each College to provide a complete list of the following academic year's Programme Chairs.	Each Director and Dean of College	May annually

State of Progress – January 2013		
This information is now updated on new Module and Programme Catalogue.		
Action	**Action owner**	**Timeframe**
Publicise further the reports that are currently available and make training available on accessing these reports as part of new Programme Chair Induction and periodic training for Heads of School / Department.	Chief Information Officer	May 2012
State of Progress – January 2013		
The specifications of the existing InfoView reports are currently being put together. Once the detail of these reports is available in a user friendly format it will be published widely throughout the Institute and any required training made available.		

Dependencies	Immediate priority reports to be made available but IS capacity to make integrated reports available is dependent on the integration of current systems (see Recommendation 6.1).

DIT Action reference number	European Standards and Guidelines Topic
6.5	Information systems

Recommendation – Page 31, June 2011 Report
The DIT is encouraged to consider enhancing the range of relevant data captured in the Electronic Grading System to meet academic needs.
Institute response June 2011
Academic Affairs to specify requirements of the EGB with a view to IS carrying out an implementation within the next two years.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer

Action	Action owner	Timeframe
Specify additional data/information required as part of the EGB environment which are within the capability/capacity of "Banner" to deliver.	Chief Information Officer	May 2012
State of Progress – January 2013		
This item will be considered as part of an overall review of the Institute's examination processes.		

Action	Action owner	Timeframe
Develop a plan to deliver the required reports.	Chief Information Officer	December 2012
State of Progress – January 2013		
The Institute's requirement for examination reporting is currently under consideration as part of the review of the Institute's examination processes.		

DIT Action reference number	European Standards and Guidelines Topic
6.6	Information systems

Endorsed Action – Page 31, June 2011 Report
Determine and provide additional functionality required to support leveraging modularisation.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer

Action	Action owner	Timeframe
Specify the systems to support the provision of greater choice within programmes and the ability to access modules from across the DIT system. This is to include the provision of individual student timetables and tracking of student results.	Chief Information Officer	December 2012

State of Progress – January 2013
New Module and Programme Catalogue and the availability of on-line timetables have made it easier for people to see the modules available across the Institute Further functionality will be developed as part of Phase 2 of the Institute's Data Integration project and the Institute's requirements for tracking of student results will be considered as part of the review of examination processes (see Recommendation 6.5)

DIT Action reference number	European Standards and Guidelines Topic
7.1	Public information

Recommendation – Page 33, June 2011 Report
The Panel acknowledges that substantial work has been undertaken on the updating of the Institute website in recent years. However, some important omissions remain, in particular, information on programme learning outcomes is not regularly included as part of programme information. Summaries of external programme accreditations would also be a useful addition. The DIT may also wish to utilise the internal skills and resources at its disposal in the Schools of Marketing and Computing to enhance the website as a communications instrument.
Institute response June 2011
The recommendation on learning outcomes & accreditation details is to be addressed. An action plan will be devised and implemented by the Public Affairs Office with a view to enhancing the website in this regard.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Admissions

Action	Action Owner	Timeframe
Update, in conjunction with the Colleges, the website and prospectuses to reflect and summarise the learning outcomes and provide links to quantitative reports on admission, transfer and progression of students for every programme on offer.	Head of Admissions	March 2013
State of Progress – January 2013		
The website by necessity is updated on an ongoing basis to reflect the up-to-date information that is required by potential applicants in helping them choose their chosen programme or modules. In addition printed material is provided to cover the suite of programmes available for the different cohorts on an annual basis and this is done in a on time fashion to meet the demands of said cohorts: i.e. printed material 1st Year full-time undergraduate prospectus, advanced entry leaflet, postgraduate summary leaflet, FETAC booklet, RPL leaflet, part-time summary leaflet. All printed material is linked to the website to provide a consistency of message with the website allowing for detailed information.		

The link to quantitative reports on recruitment admission transfer and progression of students is being completed and will be on the website by March 2013

Action	Action owner	Timeframe
Further communicate to potential applicants arrangements for the recognition of all prior learning.	Head of Admissions	March 2013

State of Progress – January 2013

RPL site update, being reviewed and ready for print December 2013. Introduction of Springboard and emphasis on UP-skilling has required Admissions to have RPL marketed at all opportunities eg open Days , fairs, career Zoo etc.

Action	Action owner	Timeframe
Revise the programme / module catalogue to include a section for programme learning outcomes.	Chief Information Officer	June 2012

State of Progress – January 2013

The Institute's new programme and module catalogue has been amended to include provision for programme learning outcomes. This section of the catalogue will be populated after the development of a user interface which is part of Phrase 2 of the Institute's Data Integration Project which is due to be delivered by September 2013.

DIT Action reference number	European Standards and Guidelines Topic
7.2	Public information

Recommendation – Page 33, June 2011 Report
CourseWise, the module catalogue, has enormous potential, and needs to be fully populated. The Panel recommends that the DIT continue to develop CourseWise as the single repository for programme information, module descriptors, learning outcomes, assessment criteria and exam papers and to make it fully operational for all programmes and modules. The Panel also heard evidence that training for staff and students on inputting to, and navigating, CourseWise would be beneficial.
Institute response June 2011
This recommendation will be implemented.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Chief Information Officer / Head of Quality Assurance and Academic Programme Records

Action	Action owner	Timeframe
Nominate an individual in each School to be responsible for ensuring the catalogue is populated for programmes and modules they 'own'.	Each Head of School	January 2012
State of Progress – January 2013		
The new Programme and Module Catalogue www.dit.ie/catalogue has been made available to all staff. Each individual staff member has been asked to check the accuracy of their own modules and Programme Chairs are checking the accuracy of programme information. Any inaccuracies are to be reported directly to catalogue@dit.ie and currently inputs can only be made by specialist staff. When the data integration project is complete, schools will be able to update data directly on the catalogue.		
Action	**Action owner**	**Timeframe**
Establish a Project Group to propose the solution for a seamless electronic repository for programme and module information.	Chief Information Officer	December 2011

State of Progress – January 2013		
This project group has been established and meets regularly to progress the Data Integration Project. It includes representation from IS, Strategic Development Services, College Managers, Quality Assurance, Student Services and Finance.		
Action	**Action owner**	**Timeframe**
Carry out a data integrity project, with resource requirements which will include:		
• Training for all concerned	Chief Information Officer	December 2013
State of Progress – January 2013		
When the new programme and module catalogue interface has been developed, this training will be provided.		
Action	**Action owner**	**Timeframe**
• Inputting of quality assured current data by each School	Each Head of School	December 2013
State of Progress – January 2013		
As above		
Action	**Action owner**	**Timeframe**
• Implementing the quality assurance process which ensures that content is validated and current.	Head of QA & APR	December 2013
State of Progress – January 2013		
The current agreed processes for data input ensure that only validated content is uploaded to the catalogue, when the new process is implemented it will also ensure only validated content is uploaded.		
Action	**Action owner**	**Timeframe**
• Achieving a defined level of content accuracy	Each Head of School	December 2013
State of Progress – January 2013		
Each School has been requested to check the current data for accuracy and to report any inaccuracies to catalogue@dit.ie		
Action	**Action owner**	**Timeframe**
Archive superseded programme and module information	Chief Information Officer / Head of QA & APR	March 2014

State of Progress – January 2013
The new programme and module catalogue will provide the facility for archiving data each academic year.

DIT Action reference number	European Standards and Guidelines Topic
8.1	Research

Recommendation – Page 36, June 2011 Report
The Panel recommends that the DIT should identify and support key individuals in their research activity. It also needs to sharpen its research strategy and to put in place the necessary infrastructure to deliver this. For example, there needs to be consistency and greater transparency in relation to the allocation and management of research budgets; 'time-off' for PhD supervision, the recognition of research in promotions and the development and use of metrics to promote and reward research.
Institute response June 2011
DIT is developing research strategies and policies in line with its overall strategy. It intends to concentrate and consolidate research activity, including PhD study, in fields of verifiable strength and national significance in order to achieve greater coherence and enhance competitiveness and sustainability, and in light of the current policy and financial environment.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Director of Research and Enterprise

Action	Action owner	Timeframe
Implement a new Research Information System (RIS) so as to facilitate access by researchers to their project information etc. The RIS will be web based and move most processes on-line.	Director of R & E	January 2012
State of Progress – January 2013		
A full Review was undertaken of the RIS system during spring 2012, with the sanction of IS/Executive Resources Committee. An international expert was appointed, and a decision is now pending as to how to upgrade RIS, and ensure compatibility with other DIT, national and EU systems for research information and management. It is expected that phrase 1 will be completed in June 2013 and the final project completed in June 2014.		
Action	**Action owner**	**Timeframe**
Develop a Research Action Plan, for discussion at SLT, based on the agreed Institute strategy, to enhance research capability, capacity and quality in thematic	Director of R & E	January 2012

areas and include structured PhD provision.		

State of Progress – January 2013

A DRE Action Plan has been developed, and is incorporated within the DIT Consolidated Action Plan, approved by Governing Body at its November 2012 meeting. The Action Plan was based on a Strategic Review of Research conducted by DRE during spring 2012. As a result, DRE is developing proposals with respect to its identified responsibilities:

- Governance and Management of Research;
- Identification of Research Pillars;
- Staff Model for Research;
- Expectations for Academic Staff;
- Criteria for AL-L Progression;
- Support for Researchers;
- Fiosraigh Scholarship Programme;
- Structured Doctoral Programmes

This will be completed in February 2013

Action	Action owner	Timeframe
Draft a report, for consideration by Academic Council, addressing each point in the above recommendation and related recommendations which arose in the Self-Evaluation Report.	Director of R & E	June 2012

State of Progress – January 2013

Positioning DIT Research for Success and Sustainability comprehensively addresses research structure, research governance and relationships, and a section on supporting researchers. In essence it covers the rationale for the structures and the supporting governance and research supports for researchers. Reference to supporting 'key individuals' is integral to supporting the development of research institutes/ and thematic areas. The document will be presented for discussion at the Research and Scholarship Committee, Academic and Research Committee, and Academic Council – in addition to meetings with researchers. This is will be submitted to Academic Council in Spring 2013.

DIT Action reference number	European Standards and Guidelines Topic
9.1	Participation in the Bologna process

Endorsed Action – Page 29, June 2011 Report
Provide the Diploma Supplements automatically

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Student Administration

Action	Action owner	Timeframe
A working group will be established to develop a system to provide diploma supplements automatically, taking into account national/European initiatives underway.	Head of Student Administration	December 2011 – October 2012

State of Progress – January 2013
Data requirements reviewed by working group and data elements captured in the development of the new Programme and module catalogue. Business process issues resolved and group now to investigate IT solutions including upgrade of Digitary.

Action	Action owner	Timeframe
Finalise the automatic issuing of Diploma Supplements.	Head of Student Administration	October 2012

State of Progress – January 2013
Process dependent on full implementation (phase 2) of the new programme and module catalogue. Further work to be completed on IT solutions including feasibility of 'Digitary' and review of tools used in other third level institutions. Manual issuing of Diploma Supplements will take place until these tasks are completed. Date for finalising automatic issue of Diploma Supplements delayed until 2013.

Dependencies	Upgrade of "Digitary", resolution of Business process issues and the development of the CourseWise / "Banner" Interface.

DIT Action reference number	European Standards and Guidelines Topic
9.2	Participation in the Bologna process

Endorsed Action – Page 29, June 2011 Report
Ensure alignment with international best practice for recognition of international qualifications

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Quality Assurance and Academic Programme Records.

Action	Action owner	Timeframe
Identify countries where issues have arisen in relation to the recognition of DIT awards and take appropriate measures.	Head of QA & APR	Ongoing
State of Progress – January 2013		
The Quality Assurance Office receives regular requests from individual graduates to provide details on their qualifications. The National Framework of Qualifications and the Bologna process have assisted greatly with the recognition of DIT awards internationally.		

DIT Action reference number	European Standards and Guidelines Topic
9.3	Participation in the Bologna process

Endorsed Action – Page 33, June 2011 Report
Continue to ensure that access and progression routes are communicated clearly to potential applicants including arrangements for recognition of all prior learning.

Executive owner	Person responsible for managing action
Director of Academic Affairs and Registrar	Head of Admissions

Action	Action owner	Timeframe
Continue to innovate and review all communications relating to access and progression routes.	Head of Admissions	November annually
State of Progress – January 2013		
Visitors to the DIT website are now directed towards add-on programmes at level eight and to conversion postgraduate programmes. Information is provided on how the unemployed can use previous experience to apply for Springboard programmes.		
Action	**Action owner**	**Timeframe**
Communicate to FETAC graduates the access routes to a wider range of undergraduate programmes (see Endorsed Action 5.7).	Head of Admissions	November annually
State of Progress – January 2013		
In 2012 a new booklet setting out the minimum FETAC requirements to gain entry was published and will continue to issue annually.		