Strategic Dialogue Cycle 2

HEI Self Evaluation Report

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

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

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

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

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

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

Example

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Details as per published compact	Details as per published compact	Details as per published compact	Details as per published compact	Details of whether interim target achieved, data source, commentary/ explanation	Details as per published compact	Details as per published compact	Colour code according to achievement of target

Introduction

This is the first report on Dundalk Institute of Technology's (DkIT) performance based on the targets set out in its Mission-based Performance Compact 2014 to 2016 agreed with the Higher Education Authority in 2014.

The Institute has remained true to its vision to provide university-level higher education to graduates who excel in their specialised disciplines and who have the creativity, confidence, resilience and entrepreneurial flair to thrive in the 21st century. Working sustainably and with a practical focus, DkIT has been helping to lead the regeneration of the North East region and Ireland by acting locally and thinking globally.

DkIT has remained fully committed to its role in the economic, social and cultural development of the region. It has not deviated from its mission to develop learners and graduates with the following qualities:

- Excellent in their discipline;
- Able to apply disciplinary and trans-disciplinary knowledge, especially focusing on entrepreneurship and sustainability;
- Able to contribute globally as well as locally;
- Personal and employability qualities to include an ability to solve complex problems; communicating skills; critical thinking; systems thinking and capacity for on-going learning.

There can be no doubt but that economic challenges of recent years have been keenly felt both within the Institute and in its hinterland. The Institute identified key priorities in 2014 and these remained unchanged for 2015:

- Financial stability
- Growing student numbers
- Flexible learners
- DCU collaboration
- MEND Cluster collaborations
- Embedding strategic themes: entrepreneurship, internationalisation and sustainability
- Increase community engagement across the broad geographical region
- Improving learning environments – physical / supports

Dundalk Institute of Technology is about to start developing its new Strategic Plan for 2017 – 2022 as its existing plan will be completed next year. The process of developing the Mission-based Performance Compact, the learning that has resulted from this coupled with the rapidly changing Higher Education landscape will clearly inform its plans into the future.

The Institute acknowledges the HEA's Higher Education System Report 2014 – 2016 and is using the 2010/2011 findings as the initial benchmark for this report.

As of 2010/2011 the key institutional strengths weaknesses can be summarised as follows:

Strengths	Weaknesses
International student numbers are the highest in the sector; Level 8 Progression from 1st to 2nd year is on par with the national average; *Student/academic staff ratio is slightly below the average for the sector; Level 6 and 7 enrolment numbers are higher than average; Mature students numbers are higher than average; FT new entrants from non-traditional backgrounds are on par with the national average; Pay/non-pay ratio is below the national average.	Non-academic/academic staff ratio is slightly above the national average; Numbers of flexible learners are significantly below the national average; FTE Research Enrolment is below the sectoral average; The number of PhD graduates per 10 academic staff was significantly below average; Regional intake was slightly below the sectoral average.

Much has been done to build on the strengths and improve those areas where the Institute is at some disadvantage. This work and an initial endeavour at benchmarking will be undertaken in each category.

1. Regional Clusters

Clustering has been part of DkIT's strategy for a number of years.

In 2007, the Institute was a founding member of the North East Further and Higher Education Alliance (NEFHEA). The main aim of NEFHEA is to improve access, transfer and progression rates from the Further Education sector to the Institute and to identify expertise and supports that could be shared. In 2014, an E-Learning Conference was hosted in DkIT for the teaching staff of the member institutions. It gave teaching staff from both sectors, the opportunity to network, share experience and through a series of workshops, learn new E-learning pedagogical techniques. This was all co-ordinated by the Centre for Excellence in Learning and Teaching in DkIT. A Level 9 Certificate in Arts in Learning and Teaching was offered for the first time to the teaching staff of the NEFHEA further education partners. A new NEFHEA teaching magazine was launched in December 2014 called Net-Works! and renewed efforts were made to advance programme mapping between DkIT and the partners following programmatic review in both sectors. To date, 261 students have joined DkIT through the NEFHEA entry routes.

In 2012, the Institute signed a Memorandum of Understanding with Dublin City University and the DCU DkIT Graduate School was proudly launched in October 2014.

In 2014, as a partner in the MEND Cluster, DkIT contributed fully to a multi-component project, designed to enhance the quality of teaching and learning, and improve access and transition.

The Regional Development Centre at Dundalk Institute of Technology has an on-going relationship with INVENT at DCU on the delivery of a number of projects in the entrepreneurship and innovation area to include New Frontiers Programme, the VITAL Project and the Technology Transfer Strengthening Initiative. DkIT and DCU are also partners in the CEEN Initiative (Campus Entrepreneurship Enterprise Network).

While data to benchmark our clustering activities is not available to us at this time, the Institute is of the view that its efforts in this area are a significant strength and this has, in fact, been acknowledged by the Higher Education Authority.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5.1.1 Develop a multi-faceted alliance with DCU.	Specific, deep collaborative initiatives developed.	MOU signed; collaborations in entrepreneurship and innovation.	Establish a model for a DCU-DkIT Graduate School; Identify options for joint Masters' degree programmes.	DCU/DkIT Graduate School was formally launched in October 2014; Alignment of Quality Assurance Processes was completed; Governance structures were agreed; Structured PhD Pathways are being developed. Supported by the HEA Strategic Innovation Development Fund (SIDF) a regional cluster project between DCU, MU, AIT and DkIT delivered a protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster. This preparatory work was deemed essential before options for joint Masters' degree programmes could be identified. **The supporting evidence:** DCU/DkIT Graduate School Agreement; Quality Assurance Processes documentation; Governance Agreement; Supporting documentation for the development of structured PhD Pathways.	Implement model for a DCU-DkIT Graduate School; Establish common student entrepreneurship platform.	Offer 2 new (joint) Master's programmes.	

				"Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster" is available in all 4 partner institutions.			
5.1.2 Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, coordinated and rational higher educational provision across the region. The shared academic planning process will involve: (a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster institutions; (b) preparation of a scoping study that	The cluster institutions will agree and implement a regional cluster enrolment plan for higher education provision. More specifically, we will monitor (a) the number of CAO entry routes by institution and (b) the number of, and enrolment on, joint academic programmes.	There is a complete absence of systematically compiled data and information at the regional cluster level.	Agree methodology for projections of regional demand; Complete scoping study data collation and analysis; Complete draft report on review of systems, protocols and procedures for joint academic programmes.	**Very considerable progress has been made in implementing the objectives agreed by the Cluster HEIs with the HEA. All targets have been achieved.** The Cluster represents one-sixth of total enrolments in the entire HEA funded higher education system. The constituent institutions cater for distinctive geographical hinterlands by providing an extensive range of programmes across NFQ levels 6 to 10. There are strong commonalities and complementarities in provision of programmes between each of the universities and each of the Institutes, and particularly strong complementarities between the universities and the institutes. The Cluster activities are led by the Registrars, with oversight provided by the Cluster Board which includes the Presidents and Registrars of each institution along with the Maynooth University Vice-President for Strategy and Quality. An important factor in the success of the cluster has been its capacity to harness expertise across the four institutions to make successful bids for funding targeted towards collaborative projects. This regional cluster was the only	Outputs from scoping study and high level demand projections reviewed by Cluster Board, and management and governance structures in each institution. A draft Plan for regional academic programme provision will be completed and agreed among participating institutions, and discussed with the HEA. The draft plan will include high level targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry routes in line with the national process; Develop and collectively approve proposals in relation to systems, protocols and	Commence implementation of plan for regional academic programme provision and commence implementation of rationalised entry routes; The number of, and enrolment on, joint academic programmes as agreed in shared academic programmes finalised in 2015; Complete review of pilot phase of delivery of shared and joint programmes at	

will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and potential for more coherent and rational provision, and (c) a review of the student records and administrative systems and agreement of protocols for the development, approval, management and delivery of joint programmes, and also shared registration, alignment of marks and standards, and quality assurance procedures.				collaboration awarded funding under the SIDF programme. More recently, three of the ten projects funded by the National Forum for the Enhancement of Teaching and Learning involved the cluster members. Two of the projects explore the potential of digital technologies to support flexible learners and provision of feedback in first year. The third examines examples of resources and types of formative assessments to support first year UG mathematics education. A high level Working Group from the four HEIs reviewed enrolment patterns, the range of programmes provided and levels of demand, and also progress towards the 2016/17 Compact targets, and longer term demand projections. The review highlighted some shifts in demand between full-time and part-time students, more emphasis on level 8 degree programmes, and shifts in demand across the major ISCED categories, with different responses from the Universities and Institutes in relation to each of these shifts in demand patterns. There is very little evidence of programmes for which there is insufficient demand, but the projections for the next 15 years indicate that a significant expansion in demand is likely to occur. The DES 2014 full-time UG demand projections imply that the numbers of full-time UG new entrants to the four HEIs could increase by between 2,570 (assuming no increase in current share of all new entrants) and 3,580	procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.	undergraduate and postgraduate levels.	

| | | | | sustained modest rate of increase in line with recent years) over the period to 2028. The comparable figures for increases in total enrolments are 7,720 and 8,100. Increases of this scale will require a coherent and rational approach at national and cluster-levels to plan for increased provision of higher education. Work on reducing the number of designated entry routes is progressing at a national level with leadership provided by leaders of the cluster HEIs.

A Working Group that included the Registrars and others has prepared a *Protocol for the initiation, approval, management and implementation of joint academic activities within the Midlands East, North Dublin (MEND) cluster.* This provides a framework for resolving a wide range of issues that are likely to arise in the context of joint programme provision. This WG also examined the requirements for effective, reliable and efficient systems for *Student Data Exchange for Joint Academic Programmes.*

The Supporting Evidence:
Strategic Innovation Development Fund (SIDF) Progress Report, October 2014.

2 reports on work are available in all 4 MEND institutions:

"Protocol for the initiation, approval, management and implementation of | | | |

				joint academic activities within the Midlands East, North Dublin (MEND) cluster"			
				"Student Data Exchange for Joint Academic Programmes"			
5.1.3 Develop a regional approach to access, transfer and progression (ATP).	The cluster institutions will (a) develop an integrated regional approach to access, transfer and progression, and (b) prepare regional inventory of all options and mechanisms for ATP from FE to HE at programme and institutional level. The quantitative performance indicator will be the number of students transferring into or between institutions.	There is a complete absence of systematically compiled data and information at the regional cluster level.	Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.	A further project has reviewed the procedures for access, transfer and progression between the HEIs and also between the FE and HE institutions in the regional cluster. A Higher Education and Further Education Network has been established which is supported by an MOU signed the Presidents, and CEOs of the relevant ETBs. A prototype portal has been developed to assist students to navigate through the extensive range of FE and HE programmes that are available, identify the locations at which courses / programmes are provided, and provide information on pathways between FE and HE provision. The prototype is a model that could be rolled out across the entire HE and FE sectors. The prototype portal can be accessed at **http://pathways.maynoothuniversity.ie/** **A summary of the outputs from the Cluster SIDF projects is included in Appendix A: Slides for Launch of MEND Cluster SIDF project outputs** **The success of the Cluster can be attributed to the leadership and commitment provided by the four leadership teams; the sustained efforts**	Identification of new progression routes and agreement on pathways to be enabled in 2016; Performance indicators agreed for transfer and progression.	Full implementation of new transfer and progression pathways under way.	

				to build trust and relationships at different levels between the institutions; and the availability of funding via the SIDF that provided resources to progress projects that are closely aligned to the institutional strategies. The main challenges for the future are (a) the need to clarify the overall objectives for regional clusters as a component of the higher education landscape and (b) the absolute necessity to provide an additional funding line to sustain worthwhile projects and to support the governance, management and further development of the Cluster. DkIT is part of the North East Further and Higher Education Alliance (NEFHEA) and it has been agreed that key action areas include: The promotion of access, transfer and progression between further and higher education in the North East region; The increase of progression from the member further education institutes to DkIT; Programmes in both sectors are regularly reviewed and mapped and recommendations made for advanced entry. The lists are available on https://www.dkit.ie/nefhea/getting-dkit-through-nefhea-alliance **The Supporting Evidence:** Strategic Innovation Development Fund (SIDF) Progress Report, October 2014;	

				DkIT Website; FE student applications.			
5.1.4 Increase participation in higher education in the region.	Number of programmes offered to NEFHEA graduates; Number of programmes offered which allow for advanced entry. .	4 specific programmes offered to NEFHEA graduates who may enter second year; 6 advanced entry programmes for students with FETAC Level 6 Advanced Certificates	Undertake new programme mapping study; Identify new access routes and make recommendations.	Following the completion of programmatic review in DkIT and changes in both the structures and programme provision in the FE sector, it was necessary to review the entire subject of programme mapping again. The NEFHEA subgroups tasked with this were restructured in December 2014 and 8 programmes were deemed suitable (subject to some terms and conditions) for advanced entry. The work of the subgroups is ongoing. **The Supporting Evidence:** Minutes of 9 December 2014 meeting. Minutes of subgroup meetings. https://www.dkit.ie/nefhea/getting-dkit-through-nefhea-alliance	Increase the number of programmes offered to NEFHEA graduates who may enter second year by at least 2, but subject to recommendations of the mapping study. Increase the advanced entry programmes for students with FETAC Level 6 Advanced Certificates by at least 2, but subject to recommendations of the mapping study.	Targets dependant on outcomes of mapping study and success of initiatives undertaken in 2015 but clear intentions to expand offering.	

2. Participation, equal access and lifelong learning

There are 2 areas in this category where DkIT believes it has key strengths:

International student enrolment

While already being the leading Institute of Technology in terms of international student recruitment, the Institute exceeded its own targets in this area in 2014 by 23%.

NI student enrolment

Based on the recent joint research report by the Department for Employment and Learning and the Department of Education and Skills analysing student flows between Northern Ireland (http://www.education.ie/en/Publications/Education-Reports/Joint-Research-Report-on-Student-Flows.pdf), DkIT doubled its number of Northern Ireland based students from 40 to 80 between 2008/2009 and 2012/2013. The represents the highest number of Northern Irish students in the Institute of Technology Sector and 10.6% of the national total. In 2014, 32 students from Northern Ireland joined first year under-graduate programmes and the total of number Northern Irish students registered students in the Institute was 120 spanning years 1 to 5.

None of this success was accidental. A strategic decision to relocate International Marketing Officer to Asia and to support the School Liaison Officer in his recruitment drive across the border was key. However, there is much more work to be done. The potential in both markets has not yet been realised and there are significant growth opportunities if their pursuit can be resourced.

In term of Life Long Learning, numbers have reduced and the market has been changing. Initially, company funded training decreased during the financial crisis and state funded training for the unemployed increased. However, the market is changing again as employment opportunities increase. The Institute will review its strategy in this area as part of the new strategic planning cycle and is interested in exploring the Life Long Learning model developed in Carlow Institute of Technology.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5.2.1 Support Lifelong learning and increase our level of part time programme provision.	Evidence of functioning RPCL and RPEL Procedures; Level of increase in part-time programme provision.	Lifelong learning opportunities are currently promoted through Admissions Office, and Lifelong Learning Office through annual Open Days and media advertising and liaison with stakeholders; RPCL and RPEL policy is in place; There is limited access to programmes using the RPCL and RPEL route currently; 435 part-time students are currently registered.	Explore the possibility of offering certification for **individual modules** from **existing** programmes giving students incremental credits towards a major award and make recommendations; Explore which **full-time programmes** could be offered on a **part-time basis** and make recommendations; Develop the following part-time programme: Level 8 BSc in Engineering Entrepreneurship; Respond to requests from stakeholder groups for part-time programmes e.g.	2 modules (30 credits) from the MA in Learning and Teaching (MALT) were offered as a Certificate in Arts in Learning and Teaching; Film Studies (Module from BA in Video and Film Production) offered as a part-time programme; Documentary Production (Module from BA in Video and Film Production) offered as a part-time programme; Postgraduate Module in Games Music and Composition was offered (Springboard funded); **Full-time programmes offered on a part-time basis:** BA (Hons) in Social Care BA Applied Early Childhood Studies (also developed outreach provision to Cavan and Monaghan Institutes) BSc (Hons) in Engineering Entrepreneurship part-time (Add-on Level 8 Major Award) Department of Social Protection Management Training Programme developed and offered; Special Purpose Award for Diageo developed and offered;	Implement the recommendations for approving individual modules subject to appropriate resourcing; Implement recommendations on part-time programme provision subject to appropriate resourcing; Plan programme provision for 2016; Develop the following part-time programmes: Level 8 Bachelor of Business Studies; Level 8 BA in Social Care. Provision of refresher training for Academic Advisors and Academic Assessors; 2 workshops to advise applicants on the construction of an RPL portfolio; Web promotion of RPL opportunities.	Implement plans developed in 2015.	

			HSE; Training for staff to become Academic Advisers and Academic Assessors of RPCL and RPEL is under way; Appoint RPL Officer.	Certificate in Contemporary Palliative Care Practice developed and offered. Certificate in recognising and responding to Domestic Abuse developed. Masters/PG Diploma in Agri Biotechnology/Cert in environmental Biotechnology/Cert in Food & Feed Biotechnology /Cert in Animal Biotechnology developed Policy for RPL was developed and is available: https://www.dkit.ie/registrar/policies/recognition-prior-learning-rpl-policy-practice Training for staff to become Academic Advisors and Academic Assessors of RPCL and RPEL was done in semester 1 of the 2013/2014 academic year. Dr. Anne Murphy delivered the training on 6 November 2013. RPL Officer role was temporarily assigned to the Head of Life Long Learning but further guidance from QQI is still outstanding. **The Supporting Evidence:** Programme validation documentation; Training documentation available from the Human Resources Office; https://www.dkit.ie/registrar/policies/recognition-prior-learning-rpl-policy-practice		
5.2.2 Improve response to needs of unemployed in	Evaluation of programmes and support provided to	All programmes in DkIT are designed to meet the requirements	All schools will respond to Springboard or similar funding calls	**Springboard funded programmes offered:** Certificate in Business Digital Marketing and Digital Media Management (2* intakes); Diploma in Food and Agri-Business Excellence for	Targets as per 2014.	Targets as per 2014 with the following amendment:

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| the region. | learners. | of the unemployed, specifically the Springboard programmes; 7 Internships are currently being provided; A part-time dedicated careers adviser for Springboard learners is available; Support services from the Student Learning and Development Centre are available (SLDC); Supports for entrepreneurs are available through the Regional Development Centre (RDC); *See section 5.5* Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL) policy is in place and there is limited access to | as appropriate; Subject to funding and demand, existing programmes, both full and part-time, including Springboard programmes, will continue to be offered; 7 Internships will continue to be provided; A dedicated part-time careers adviser for Springboard learners will continue to be provided; Supports through the SLDC and RDC will continue to be provided; Increase access through RPCL and RPEL routes. | January 2015 intake; Certificate in 2D & 3D Digital Animation Production; Certificate in 3D for Games. 8 JobBridge interns in 2014 (started and finished in the year); and 8 JobBridge interns in 2014/2015(who started in 2014 and continued into 2015). 4 student entrepreneurship interns engaged and managed through the Regional Development Centre. *See section 5.5.7* A dedicated, part-time careers adviser for Springboard learners was provided. For information on the Student Learning and Development Centre are available (SLDC), *see section 5.3.5* Due to budget constraints it was not possible to increase access through RPCL and RPEL routes but it is the intention to do so as soon as feasible. **The Supporting Evidence:** Springboard Letters of Offer and programme validation documentation; Intern Contracts of Employment; Careers Advisor Contract of Employment; JobBridge internships documentation available from the Human Resources Office; Student Enterprise Interns Employee Forms. | | 8 Internships will be provided. | |

		programmes using this route currently.					

3. Excellent teaching and learning and quality of the student experience[1]

Based on the results of the Irish Survey of Student Engagement, the Institute's performance is similar to others in the Institute of Technology Sector. However, the Institute seems to show particular strength in student-staff relationships, but there is scope to do more to support students to socialise. The Institute is doing well in terms of frequency of feedback relative to other institutions, but there is also scope for improvement here. There is an area where DkIT is actively engaged in enhancement via the Year 1 Feedback Project, funded by the National Forum. The Institute is doing well in terms of promoting the ability to work with others, IT skills and written and oral communication. Student use of online learning is similar to elsewhere but this is an area where the Institute would like to see improvement and are actively building capacity as follows:

Participation in both accredited and non-accredited CPD in learning and teaching is high. In particular, DkIT has a high level of graduates from its accredited programmes. To date, 28 staff members have been awarded an MA in Learning and Teaching, 3 staff members have received Post-Graduate Diplomas and 5 have received Post-Graduate Certificates all in Learning and Teaching. This work is ongoing. Significant capacity is Technology Enhanced Learning (TEL) is being built and to date 75 members of staff have completed the module.

DkIT is a partner in three major projects funded under the NFELT's Teaching and Learning Enhancement fund (Building Digital Capacity).

2 DkIT staff members are the President and Secretary of the All Island Society for Higher Education (AISHE) respectively: Dr. Moira Maguire and Dr. Bernadette Brereton. Dr. Brereton also sits on the Editorial Panel for the journal AISHE-J.

In terms of staff qualifications, the Institute can benchmark against data provided in the HEA Key Statistics:

	PhD	Masters
Institutes of Technology	26%	59%
DkIT	32.4%	59%

The institute has a team of external examiners who come from most of the many Institutes of Technology and universities and likewise, DkIT academic staff act as external examiners on many of the Institutes of Technology and universities.

There are strong research linkages between DkIT and other high profile organisations and details are available: https://www.dkit.ie/research/research-focus Research informed teaching is deemed very important in the Institute.

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[1] As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5.3.1 Continue to enhance learning through the development and implementation of learner-centred strategies in all programmes (including learner-centred assessment strategies).	Feedback from student surveys on learning experience; Programmatic Reviews and validation processes to demonstrate innovation in learner-centred strategies; Evidence of application of policy on assessment in validation process and programme development; Evidence of use of different assessment methods and of manageable assessment schedules.	Embedded learner-centred and assessment strategies in all programmes in all Schools where Programmatic Review is complete. At the time of writing, the Schools of Business & Humanities and Health & Science have undergone this process.	Ensure learner-centred and assessment strategies are embedded in all programmes on completion of the Programmatic Review process.	The process of Programmatic Review was completed in 2014. Assessment strategies are now required for all new programmes and are complete for all re-validated programmes through the Programmatic Review Process. These strategies are now in line with QQI Assessment and Standards. **The Supporting Evidence:** Annual student surveys, including ISSE; Programmatic Review Documentation; Policy on the Approval, Monitoring and Periodic Review of Programmes and Awards Evidence of use of different assessment methods and of manageable assessment schedules in all programmes; Evidence of application of policy on assessment in validation process and programme development.	Oversight and monitoring of embedded learner-centred and assessment strategies in all programmes leading to improved retention figures. Make recommendations, if necessary.	Implement recommendations and continue to monitor learner-centred and assessment strategies.	
5.3.2 Promote excellence in learning, teaching and assessment.	Master classes offered and attendance rates monitored; Number of workshops	28 staff members have completed MA in Learning and Teaching (MALT) within the last 2 years;	2 Master Classes and 10 Professional Development events in Learning and Teaching organised each semester;	In 2014 (Semester 2 of academic year 2013/2014 and Semester 1 of academic year 2014/2015), the Centre for Excellence in Learning and Teaching (CELT) organised the following: 3 Master Classes;	Revised: Master Classes and Professional Development events in Learning and Teaching organised	Revised: Targets as per 2015 but: A further 15 staff members to join MA in Learning	

	offered and attendance rates monitored; Feedback from student surveys; Number of lecturers nominated for National Teaching and Learning Excellence Awards.	37 staff members currently on MA in Learning and Teaching (MALT) Programme; 2 Master Classes and 10 Professional Development events in Learning and Teaching organised each semester; Formal mechanism in place to nominate lecturing staff for National Teaching and Learning Excellence Awards through the Centre for Learning and Teaching (CELT).	1 Learning and Teaching showcase organised per academic year; 12 staff members of the above cohort to complete MA in Learning and Teaching (MALT); A further 20 staff members to continue on MA in Learning and Teaching Programme (MALT); Each School to nominate 2 lecturers for National Teaching and Learning Excellence Awards.	18 Staff Professional Development Sessions; 2 National Forum Seminars. In addition: In May 2014, CELT organised the Learning and Teaching showcase and workshop elements of the NEFHEA conference, which had over 240 attendees from DkIT and NEFHEA partners. The final module of the MA in Learning and Teaching (MALT) is due to be completed in March 2015. There are 10 colleagues on this module. 14 students participating in the next session of the MA in Learning and Teaching (MALT) are currently taking Module 3 and a further 19 are due to begin the programme in February 2015. The Certificate of Arts in Learning and Teaching (Level 9) was offered externally and 20 students registered 2 x DkIT lecturers: Paula Mullen and Marese McCabe received Teaching Hero awards on 30 September 2014. **The Supporting Evidence:** Attendance was monitored at Master Classes and Staff Professional Development Sessions. Conference Documentation. Registration forms for MA and Certificate of Arts in Learning and Teaching participants. Copies of awards and press material.	each semester will be aligned to institutional needs determined by recommendations from programme boards, ISSE reports and other verifiable sources and subject to resources available 11 staff members to complete MA in Learning and Teaching (MALT); MALT runs over 2.5 years, therefore: 33 colleagues are expected to progress throughout 2015. Continue to offer Certificate in Arts in Learning and Teaching externally, for example, to NEFHEA partners: minimum target 12 participants. Subject to the criteria for National Teaching and Learning Excellence Award nominations, support the submission of nominations where appropriate.	and Teaching Programme. New intake for Certificate of Arts in Learning and Teaching in 2016 12-14 staff members are expected to complete the MALT 2016.	

5.3.3 Improve the first year experience to support learners' transition to higher education and improve retention.	Feedback from first year learners on their overall experience and their Induction; First Year retention data provided through upgraded Management Information System (MIS); Number of attendees at Student Learning and Development Centre; Number of information literacy (IL) sessions; Actions on student feedback and retention figures.	Pre-Induction website; First-year student induction organised in all Departments in conjunction with centrally-organised activities; First-year convenors in all departments; Student ambassadors in all departments to assist with Induction and after; Information literacy sessions provided by Library to all first year students; Academic support provided by Student Learning and Development Centre (SLDC), Mathematics Learning Centre and IT Learning Centre; Student Services provide a range of student support services; End-of-semester surveys on student experience; Professional	Maintain the support services provided by the above; Continue to develop DkIT analytical capacity to accurately interpret retention data and provide reliable completion figures; 77% of first-year students to pass all examinations on their first attempt;* 13% of first-year students to gain exemptions giving them the opportunity to repeat.	Library, SLDC, Mathematics and IT Learning Centres have maintained support: In total 2,227 of all DkIT students attended information literacy sessions in the library in 2014; All Information Literacy content now on private LibGuide and are on offer: http://dkit.ie.libguides.com/ Subject teams in place for Information Literacy delivery: https://www.dkit.ie/library/support/contact-your-library-subject-support-team Part-time Information Literacy Guide Co-ordinator appointed See section 5.3.5 for SLDC results; The IT Learning Centre offered 171 tutorials which 582 students attended. The Maths Learning Centre offered 251 tutorials which a minimum of 83 students attended. **In addition:** Maths training provided to mature students pre-entry (limited requirement for IT); Mature student induction offered to all students including special sessions for mature students; Learning agreements in place with students registered with a disability (3.8% of total student population); Dyslexic screening offered to all mature students at Induction. DkIT analytical capacity to accurately interpret retention data and provide reliable completion figures has been updated;	Revised: As per 2014 with the exception of: 82% of first-year students to pass all examinations on their first attempt; 12% of first-year students to gain exemptions giving them the opportunity to repeat; Provide completion figures.	Revised: As per 2015 with the exception of: 83% of first-year students to pass all examinations on their first attempt; 11% of first-year students to gain exemptions giving them the opportunity to repeat; Provide completion figures.

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| | | development events for all staff; 77% of first-year students passed all examinations on their first attempt in 2012/2013; 13% of first-year students gained exemptions giving them the opportunity to repeat in 2012/2013. | | 81% of first-year students to pass all examinations on their first attempt;

14% of first-year students to gain exemptions giving them the opportunity to repeat.

The Supporting Evidence:
The literacy session evaluation forms and sign-in sheets and statistics from the library;
Literacy Guide Co-ordinator contract;
Number of students obtaining support from SLDC;
2014 ICT Retention Report Department of Computing & Mathematics;
Maths training documentation and records;
Mature student induction programme and sign-in sheets;
Copies of Learning Agreements;
Statistics for learners who have availed of support for their learning disability;
Student Progression Report;

The additional information will also be useful:
Results of first year induction survey;
Results of student surveys: online survey provided to all mature students;
Stage Convenor Reports;
Annual Programme Board Reports (actions on feedback and retention figures).
Induction timetables;
Student Progression Report. | | | |

5.3.4 Ensure that curriculum development embeds the core strategic themes and fosters graduate qualities identified in the DkIT Strategy. (Core strategic themes are: Sustainability, Entrepreneurship and Local & International Engagement)	Core themes and graduate qualities addressed in curricula documents, annual programme board reports and external examiner reports.	The core strategic themes and graduate qualities are currently embedded in the programmes in the Schools of Informatics & Creative Arts and Health & Science as the Programmatic Review process has been completed.	Core strategic themes and graduate qualities identified in the DkIT Strategy will be embedded in all programmes following conclusion of Programmatic Reviews in 2014; Develop systems to monitor the deployment of the strategic themes across the Institute and make recommendations on how to evaluate them.	Programmatic Reviews completed in 2014. All curriculum validation documents contain evidence of how the graduate qualities are addressed. Progress has been made in the development of systems to monitor the deployment of the strategic themes across the Institute, and this work is ongoing: **Monitoring Entrepreneurship:** DkIT a partner in the OECD/EU HEInnovate project which has been developing a self-assessment tool for higher education institutions to measure, stimulate and develop entrepreneurship. A series of workshops were organised where all schools demonstrated how entrepreneurship was embedded in their curricula. **Monitoring Sustainability:** This has 2 perspectives: academic and environmental. From an academic perspective the theme of sustainability has been embedded in all programmes following conclusion of Programmatic Reviews; From an environmental perspective, significant data in relation to energy is now being gathered through the Institute's building management systems; Water usage is also being monitored; Waste recycling systems are also in place. **Monitoring Local Engagement:** DkIT a member of the national Campus Engage Network and has signed the Charter for Civic	Revised: Continue to develop systems to monitor the deployment of the strategic themes across the Institute and make recommendations on how to evaluate them. Establish an energy working group to analyse energy data and make recommendations. Water data usage to be analysed and recommendations made.	Revised: Targets as per 2015	

				and Community Engagement in June 2014. DkIT has also supported the national Campus Engage Metrics and Evaluation Working Group and other working groups and this work is ongoing. Community Connect@DkIT had its inaugural event in October 2014 with the goal of capturing, promoting and celebrating Community Engagement and was part funded by Campus Engage. A number of staff participated in the Campus Engage Participate Training. 3 staff members are part of the National Steering Committee, the Communications and Policy Working Group and the Metrics and Evaluation working Group respectively. **Monitoring International Engagement:** *Please refer to sections 5.6.2 and 5.6.3* **The Supporting Evidence:** **Programme validation documentation** Programmatic Review documents; Programme Validation documents; HEInnovate Documentation; BMS Reports and data http://www.campusengage.ie/content/campus-engage-charter-civic-and-community-engagement https://www.dkit.ie/communityconnect			

5.3.5 Support the personal and academic development of learners through our support services	Feedback from users, Student Services survey and annual report; % awareness level of students of at least one support service available to them; Number of students using the Student Learning and Development Centre. .	Student–staff fora established and students sit on Programme Boards; Student Learning and Development Centre (SLDC) established; Students Services Centre established; 92% awareness level of first year students of at least one support service available to them at the end of the 2012 academic year; 1,159 students used the services of the Student Learning and Development Centre in 2012/2013.	Student–staff fora to meet at least once per semester; Maintain the current service provision of the Student Learning and Development Centre (SLDC) and the Student Services Department, including mental health initiatives; Promote the SLDC and Student Services through on-campus events and the DkIT Times; 1,165 students to use the Student Learning and Development Centre; 95% awareness level of students of at least one support service available to them.	Student representatives are invited to all Programme Boards and School Boards. Student Learning and Development Centre (SLDC) provides support with academic writing and generic IT skills: 965 students used the service in 2014; there was an increase in numbers of 2nd, 3rd and 4th years; longer appointments; The IT Learning Centre (ITLC) provides support to computing students. There were 582 in attendance at 171 tutorials in 2014; There is increasing collaboration between CELT and academic staff to promote learning development within programmes; In 2014 – 2,227 students attended an IL (Information Literacy) session in the library 53% of First Years 225 Library hours in face-to-face teaching IL Promotion of the SLDC and Student Services through on-campus events and the DkIT Times; We have to assume that the targets were reached based on the survey administered i.e., that there was a 95% awareness level of students of at least one support service available to them. Awareness ranged from 35% to 83% across 7 service areas but collective data is not available. **The Supporting Evidence:** Minutes of School and Programme Board Meetings; Statistics from the the SLDC; 2014 ICT Retention Report Department of	Revised: The SLDC will continue monitor feedback from service users and this will inform 2016 targets. Collaboration with academic departments to embed skills such as academic writing to be strengthened and recommendations to be made on how to measure this; Continue to build and enhance 2014 results and to and monitor use of student services and respond to needs as appropriate subject to resources available.	Revised: Targets as per 2015.	

| | | | | Computing & Mathematics; Student Services Annual Report; Student Survey results.

https://www.dkit.ie/communications/enquiry-based-learning-workshop

https://www.dkit.ie/communications/teaching-heroes-dkit

https://www.dkit.ie/library/introduction-harvard-referencing-mendeley-drop-sessions

https://www.dkit.ie/library/drop-sessions-introduction-library

https://www.dkit.ie/library/thank-you-su-library-laptops

https://www.dkit.ie/communications/dkit-beaufort-college-navan-bursary-partnership

https://www.dkit.ie/library/library-drop-classes-continue | | | |
|---|---|---|---|---|---|---|---|

5.3.6 Develop and strengthen the work and community based components of academic programmes.	Action Plan from Industry Advisory Forum in each School; Number of academic programmes which include work and community based components; Online placement supervision system in place; Feedback from students on placement; Uptake of placement through partner colleges.	Industry Advisory Forum set up in each School; 21 academic programmes which include work and community based components; No online placement supervision system in place; 16 work placements taken up through sister colleges.	Advance a fully representative Industry Advisory Forum in each School and develop Action Plan; Maintain and consolidate industry/community student project links subject to resources available; Provide Professional Body engagement on each programme subject to resources available : e.g. guest lectures; Retain work placement opportunities in each of the Schools subject to the resources available; Develop the use of online resources for the supervision of work placement: audit current practice; develop and evaluate new policy; Survey students and evaluate feedback on placements; develop action plan for next year; Collect placement testimonials for inclusion on website;	**School of Engineering:** IIAB met in spring 2014 and in December 2014. Regional Development Centre-Engineering School Industry Day June 2014. 15 companies attended. Follow-up visits by academic staff have taken place and a programme of action is in development. **School of Informatics and Creative Arts:** The School organised and hosted the Honeycomb expo which hosted guest speakers from industry experts from BBC, RTE and Sony and over 400 students from DkIT, University of Ulster and Southern Regional College attending. NEFHEA and DkIT one day event pulse-organised by Honeycomb Creative works: 250 DKIT and Cavan Institute of Further Education students attended workshops and lectures on future opportunities in the Creative Industries http://thehoneycomb.net/events/the-honeycomb-expo **School of Business and Humanities:** Industry representatives were involved in the process of Programmatic Review and in new programme development; It is planned to further develop Industry Fora in 2015. Outside of the formal Forum structure, industry engagement is active. **School of Health & Science:** Industry School Day November 2014. The development of industry/community	Revised: Targets as per 2014 NEW: Develop systems to measure/capture details of industry/community student project links in a more centralised way. NEW: Develop systems to measure/capture details of guest lectures invited onto campus.	Revised: Targets as per 2015 but implementing new systems.	

| | | | Promote placement opportunities through our partner colleges and make recommendations; Identify new employer links for placement opportunities. | student project links have been ongoing across all Schools, sample programmes include:

School of Informatics and Creative Arts:
BA (Hons) in Communications in Creative Media
BA (Hons) in Film and Television Production
BA in Media Arts and Technologies
BA (Hons) in Applied Music
BSc in Computing in Games Development

School of Business and Humanities:
Bachelor of Business (Honours) in Marketing
Higher Diploma in Business in Business & Marketing
Bachelor of Business (Honours, Add-on)

School of Health & Science:
BSc (Hons) Health & Physical Activity
BSc (Hons) Biopharmaceutical Science
BSc (Hons) General /Intellectual Disability/Psychiatric Nursing
BA (Hons) Early Childhood Studies

Guest lecturers and potential collaborations are invited and promoted on an ongoing basis, for example:

https://www.dkit.ie/creative-media/steadicam-masterclass-video-film-production-students
https://www.dkit.ie/communications/mbs-guest-lecture
https://www.dkit.ie/music/nicholas-carolan-presents-ceol-oirghialla-guest-lecture-part-dkit-tradweek-2014
https://www.dkit.ie/communications/invitation-guest-lecture-nanoscience | | | |

				Programmes which include placement are listed in Appendix B; The use of Moodle to support the supervision of work placement has increased and work is ongoing. New policies will be developed as soon as more resources become available; A Student Placement Survey is being planned for 2015/2016. Testimonials are collected for both national and international placements for inclusion on website, for example: https://www.dkit.ie/international-office Student work-placement in 2014 in Social Care, Nursing Hospitality and Engineering in Finland, France and Scotland. The identification of new employer links for placement opportunities is ongoing. **The Supporting Evidence:** Minutes and Action Plans from Industry Advisory Fora; http://thehoneycomb.net/events/the-honeycomb-expo; Programme Validation documents to show evidence of built in work and community based components and references to industry consultation for programme planning; Industry Events promotional information;			

| | | | | Samples of student industry projects and links from DkITimes, for example: https://www.dkit.ie/communications/dkit-students-demonstrate-strategic-export-planning-skills Community Connect Flyers October 2014 and link to DkITimes: https://www.dkit.ie/communications/official-launch-community-connect-dkit-huge-success

Programmes which include placement are listed in Appendix 1;

Feedback from students on placement abroad: https://www.dkit.ie/international/erasmus-programme/erasmus-traineeships

Promotional clips: https://www.dkit.ie/international/erasmus-programme/applying-erasmusoutbound-students

Testimonials at: https://www.dkit.ie/international-office

List of new work placement employers added and copies of supporting documentation available. | | | |
|---|---|---|---|---|---|---|---|

5.3.7 To offer a suite of programmes that is responsive to local and global needs.	Following completion of the Programmatic Review process, all programmes can be considered responses to local and global needs.	Programmatic Review is complete in the Schools of Business & Humanities and Health & Science.	Schools of Engineering and Informatics & Creative Arts: reviewing skills needs and global trends will form part of Programmatic Review in 2014 and targets for 2015 and 2016 will be determined accordingly; Schools of Business & Humanities and Health & Science: monitor future skills needs and make recommendations; Investigate means of resourcing new programme development and make recommendations.	The results from the following areas are: 1. School of Business and Humanities: The preparatory work for the collaborative provision of the Bachelor of Business (Hons) with Monaghan Institute was undertaken. This was in response to the needs in the region and to deliver on government commitments to increase the level of 3rd level attainment in the region. 2. School of Health and Science: BSc (Hons) Food & Agri-business commenced September 2014; BSc (Hons) Environmental Biosciences commenced September 2014; MSc Agricultural Biotechnology validated March 2015; BSc (Hons) ab-initio in Agriculture validated Q1 2015 MSc Agricultural Biotechnology validated Q1 2015 Certificate in Contemporary Palliative Care Practice validated Q4 2014 Certificate in recognising and responding to Domestic Abuse validated Q2 2015Outreach provision of BA Applied ECS to Cavan and Monaghan Insititutes validated Q2 2015. 3. School of Informatics and Creative Arts: The programmatic review took place in March 2014 so all programmes currently running were revalidated or newly validated. Differential Validation: Change of title of BSc (Hons) in Interactive	Targets as per 2014	Targets as per 2014	

				Applications Design and Development to BSc (Hons) in Multimedia Web Development 4. School of Engineering: All programmes reviewed and validated up to 2019. Two new programs have been identified and preliminary development has been undertaken. **The Supporting Evidence:** All programmes reviewed and validated up to 2019; School Management Team Meetings Minutes with Validation Plans; School Board Meeting Minutes with reference to options identified for joint programme development across disciplines; New programme validation documents.			
5.3.8 Implement learner-centred approaches to blended and technology enhanced learning (TEL).	Number of programmes offering blended learning opportunities; Number of staff who have participated in TEL training	TEL Policy* in place; TEL Support Unit established in 2010 and a defined pathway to nurture and extend staff capabilities in the application of blended learning and TEL exists; Blended and TEL used in a selective manner throughout the Schools; Blended learning	Schools to: Explore the resourcing of the tasks outlined in the TEL policy document; Gather information relating to current TEL provision and forward to CELT; Identify specific projects, training needs; Identify specific TEL support requirements; Plan and evaluate TEL	In March 2014, CELT conducted an Institute-wide survey of learning technology usage and training interests. Results were collated for the Institute and individual Schools. Reports have been distributed to the Schools to assist in the identification of training needs and support requirements; High level Information Technology Strategy was developed and priority has been given to the support of TEL; An audit of IT&AV equipment has been completed to establish areas for service improvement; A costing for the delivery of a virtual desktop	Implement TEL interventions (subject to resources); Review progress; Make recommendations and determine 2016 targets.	Implement new targets; TEL "Communities of Practice" evident within each School; Evidence of collaboration with other institutions.	

| | | modules in some part-time programmes. | interventions; Organise one TEL workshop per semester to extend staff skills. | infrastructure for budget purposes has been undertaken; 20 wireless units were installed to improve IT access; Computer Services working with CELT to provide improvements in web-service delivery for E-learning delivery programmes.

23 members of staff, representing all Schools, completed a level 9 TEL module in which they were required to implement and evaluate TEL interventions; A further 7 members of staff, who are in the final module of the MA in Learning and Teaching, are conducting research in this area; Projects on the implementation and evaluation of TEL interventions in teaching practice are ongoing; 82 staff members participated in TEL workshops; A suite of six training sessions was organised for the teaching team on a new blended part-time programme in the School of Health and Science. This was complemented by four training sessions for students on the programme.

Notes: Programmes offered in blended mode in 2014 include: MA in Learning and Teaching (level 9); Certificate in Renewable Energy (level 6); BA Applied Early Childhood Studies Certificate in the Assessment and Management of the Acutely Ill Adult Certificate in the Assessment and Management of the Acutely Woman within Maternity Services Certificate in the Assessment and Management | | | |

				of the Acutely Ill Adult within the Emergency Department			
				Programmes validated in 2014 for delivery in blended mode include: Certificate of Arts in Learning and Teaching (level 9); Diploma in food and agri-business Excellence (Minor Award, level 8); Certificate in Food and Agri-business Excellence (Minor award, level 8); Certificate in Contemporary Palliative Care Practice Certificate in recognising and responding to Domestic Abuse **The Supporting Evidence:** Copy of the Information Technology Strategy; Copy of the TEL survey and Learning Technology Usage and Training Reports; Staff training records indicating participation in Blended Learning training; Programme Validation Documents.			

4. High quality, internationally competitive research and innovation

DkIT published its first Research Strategy in 2014: https://www.dkit.ie/research-office/policies-procedures/dkit-research-strategy-2014-2016. There has been a refocusing of the Institute's strategic direction which has resulted in the concentration and consolidation of research efforts into key themes which are informed and underpinned by national and international drivers and policies. During this period DkIT has positioned itself as one of the leading Institutes of Technology with international reputation in terms of its research performance.

In the context of clustering, two important research and innovation milestones have already been achieved, namely the establishment of the DCU DkIT Graduate School in 2014 which will ensure the enhancement of the structured PhD provision in the Institute whilst sustaining current and emerging mutual beneficial research collaborations between both organisations; and secondly the partnership between the Institute's Regional Development Centre (RDC) and the Invent Centre at DCU in the area of Technology Transfer through Enterprise Ireland's Technology Transfer Strengthening Initiative (TTSI 2).

The focus in 2014 has been in internal benchmarking and in 2014, the following metrics of Research Performance were recorded:

Activity	Target	Actual
Publications with private partners	2	2
International authors on joint research publications*	30	32
Number of Citations*	270	350
Number of Peer Reviewed Publications *ɫ	45	44 (41 research articles and 3 conference papers)
Number of final year undergraduate research projects in the institutes' research centres	not defined	70
Research Summer Schools	15	14
Level 9 and 10 postgraduate research students	53	59 (35 postgraduate research students on the Masters register and 24 on the PhD register)

External Research Awards	€3M	€3.78M
Postgraduate Research Supervisors	45	46
Formally Trained Research Supervisors	25	31
Staff with Level 10 Qualifications	26% of FTE Academics with Level 10	32.4% of FTE Academics with Level 10
Staff supported through research career development programme	6	5
Staff supported through formal research skills programme	35	>60
Number of Visiting Research Awards	4	4
Participation in SFI Research Centre	1	1
Percentage of joint research funding applications	70%	66%

*Recorded by the Scopus Database:
Ł Scopus does not capture all research activity accurately, such as, disseminated works in the Creative Arts and the Humanities Social Sciences Domain

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5.4.1 Focus on research led by global needs that has societal and economic impact.	Number of publications with private partners; Commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs); External funding sourced for research commercialisation.	1 publication with private partners; Commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs); External funding sourced for research commercialisation.	2 publications with private partners; External funding sourced for research commercialisation; 25% increase in commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs).	2 publications with Intel and Blue Bridge Technologies were published within the software engineering and ageing domains. While no specific target was set for external research commercialisation funding, of the €3.78M research awards secured in 2014, approximately €3.4M involves research with potential commercial benefit. The targets for commercialisation outputs are realised through the four year operational plan under the Technology Transfer Strengthening Initiative. In this regard, the outputs may not be met within a given year but achieved over the lifetime of the project 2013-2016. The outputs must therefore be viewed in this context. Outputs achieved for 2014: 4 IP clinics/promotional events; 1 IDs, 0 patents filed and 0 licence agreements; 0 campus companies; 35 research projects with industry. **The Supporting Evidence:** SCOPUS database: An agile implementation within a medical device software organisation	Revised: 3 publications with private partners; External funding sourced for research commercialisation; Targets as per TTSI 2 contract with Enterprise Ireland	Revised: 4 publications with private partners; External funding sourced for research commercialisation; Targets as per TTSI 2 contract with Enterprise Ireland	

				1. (2014) Communications in Computer and Information Science, 477, pp. 190-201. Doyle, J., Bailey, C., Ni Scanaill, C., van den Berg, F. 2. Lessons learned in deploying independent living technologies to older adults' homes, (2014) Universal Access in the Information Society, 13 (2), pp. 191-204.(Already in) Funding documentation available from the Finance Department. Technology Transfer/ EI Reports.			
5.4.2 Ensure the learning and teaching agenda remains research informed.	School and Departmental Research Days; Research Summer Schools; Support final year student project opportunities in Research Centres where appropriate; As appropriate, researchers are involved in programme development; As appropriate, researchers contribute to the teaching agenda.	4 School and Department Research Days; 4 Research Summer Schools (2008-2013, 80 students); 10 final year project opportunities in Research Centres for students in school; Researchers contribute to programme development as requested; Researchers contribute to the teaching agenda as appropriate.	4 School and Departmental Research Days; 1 Research Summer School (15 students); Subject to resources, increase the number of final year project opportunities in Research Centres for students in school; Continue to have researchers contribute to programme development as appropriate; Continue to have researchers	School of Business and Humanities Research Day held in November 2013 for the 2013/2014 Academic Year; School of Health and Science Research Day held in December 2013 and December 2014; School of Engineering Symposium on Renewable Energy Systems was held on the 28 May 2014; School of Informatics and Creative Arts; 18th Music Research Colloquium was held on 27 May 2014; 19th Music Research Colloquium was held on 15 December 2014; 8th Music Undergraduate Research Day was held on 8 December 2014; Creative Media Research Colloquium was held on 29 May 2014 - both undergrad & postgrad Picteilín - 3 November 2014 - http://picteilin.com/	Targets as per 2014	Targets as per 2014	

| | | | | contribute to the teaching agenda as appropriate. | Research Summer Schools:
1 (with 15 students);
Six engineering students carrying out energy related research;
There were 8 projects of 6 weeks duration run during summer 2014 with 9 students embedded in the Institute's Research Centres. In addition, to these, five international students, from both Brazil and the US, undertook research summer projects through both an inter-institutional MOU with Molloy College in the US and through the SFI funded Brazil Ireland ISCA programme.

While there was no specific target set for final year project opportunities in Research Centres, this activity increased in 2014 with approximately in excess of 70 students undertaking their undergraduate research projects in partnership with academic researchers in the institutes' research centres.

There was no specific target for Researchers contributing to both undergraduate teaching and programme development, all academic researchers teach on undergraduate programmes and are actively involved in programme development.

The Supporting Evidence:
A list of final year project opportunities in Research Centres and Groups for | | | |

				students for 2014; Letters of Offer to students Photographic evidence of Research Days Programme validation documentation. Research reports from students; Samples of project work; School Research Day Programme and/or other documents; Staff Timetables.			
5.4.3 Drive research excellence in our prioritised areas.	Level 9 and 10 postgraduate research students Research dedicated space; External research awards; President's Research Excellence Award; Number of citations; Number of peer-reviewed publications.	53 Level 9 and 10 postgraduate research students approximately 2000m² of research dedicated space; €3.2M (2012) in external research awards; No President's Research Excellence Award; 255 citations (2012 figure through Scopus); 45 peer-reviewed publications (2012 figure through Scopus).	55 Level 9 and 10 postgraduate research students approximately 2100m² of research dedicated space; €3.0M in external research awards; 1 President's Research Excellence Award; 270 citations; 45 peer-reviewed publications.	Currently there are 35 postgraduate research students on the Masters register and 24 on the PhD register. Research Dedicated Space: Space allocated based on needs: The experimental wave tank fully operational; Energy Test House facility operational for air testing; Structures test frame near completion. From recent figures from HR there are now 82 FT Permanent academic staff with a level 10 from a cohort of 253. This represents a percentage of 32.4%. The target of €3.0M in external research awards was exceeded with €3.78M being secured. This figure excludes approximately €700,000 secured on researcher vouchers and Inter-trade Ireland Fusions. President's Research Excellence Award: There has been a delay with running	Revised: 60 Level 9 and 10 postgraduate research students and research dedicated space allocated based on needs; €3.25M in external research awards; 1 President's Research Excellence Award; 280 citations; 50 peer-reviewed publications.	Revised: 65 Level 9 and 10 postgraduate research students and research dedicated space allocated based on needs; €3.5M in external research awards; 1 President's Research Excellence Award; 300 citations; 55 peer-reviewed publications.	.

| | | | | this scheme, however it is envisaged this scheme will be launched in 2015.

Number of Citations:
350 citations were achieved bringing the total number of citations for the Institute to 1,716 by end 2014. This data is captured through the SCOPUS Database

Number of Peer Reviewed Publications:
The target was 45 and 44 was achieved. See comment box. This figure is captured through the SCOPUS database and includes 41 research articles and 3 conference papers. However, it should be noted that SCOPUS does not capture all research activity accurately, such as, disseminated works in the Creative Arts and the Humanities Social Sciences Domains.

The supporting evidence:
Copies of registrations of Level 9 and 10 postgraduate research students;
HR Files;
Letters of offer for External research funding or supporting documentation from the Finance Department;
Number of citations as identified in the SCOPUS Database;
Number of peer reviewed publications as identified in SCOPUS. | | | |
| 5.4.4 Engage and support researchers | Number of staff supported through training; | 42 postgraduate research supervisors; | Provide an annual Careers Workshop for researchers in | Career Planning Workshop 10.6.2014 for Postgraduates, Post-Docs & Research Staff | Provide an annual Careers Workshop for researchers in CV | Provide an annual Careers Workshop for researchers in | |

Number of postgraduate supervisors; Staff with Level 10 qualifications; Staff formally trained in research supervision through the Institute's formal structured supervisory programme launched in 2012; Emerging Researcher Awards; Staff supported through research career development programme; Staff supported through formal research skills programme.	26% of FTE Academics with Level 10 qualifications ; 20 (2012) formally trained supervisors; No Emerging Researcher Awards; 6 Staff supported through research career development programme; 35 Staff supported through formal research skills programme.	CV preparation, job hunting and interviews; 45 postgraduate research supervisors; 26% of FTE Academics with Level 10 qualifications; 25 formally trained supervisors; 1 Emerging Researcher Award; 6 Staff supported through research career development programme; 35 Staff supported through formal research skills programme.	Postgraduate Research Supervisors: The target of 45 was exceeded by 1. This includes all academic staff who are either principal or second research supervisors on supervisory panels for both Masters and Doctorate research students.

Staff with Level 10 Qualifications: The target of 26% of FTE was exceeded by 6.4%. The highest percentages occur in the departments of Applied Science (68%), Music & Creative Media (58%) and Maths & Computing (39%).

Formally Trained Research Supervisors: The target of 25 was exceeded by 6. The Institute's Research Supervisory Framework Programme is based on the National Irish Framework, and illustrated by real-life Case Studies, plus discussions of good supervision practice from recruitment to graduation. In May 2014, 20 staff graduated with their research supervisory certificate having successfully completed the 4 workshop programme and 2 discussion fora. There are another 11 staff that have nearly completed the programme and will complete in 2015. There are a further 15 staff that have started the research supervisory programme in 2014/2015.

Emerging Researcher Awards: There has been a delay with running this scheme. | preparation, job hunting and interviews; 50 postgraduate supervisors; 30% of FTE Academics with Level 10 qualifications; 30 formally trained supervisors; 1 Emerging Researcher Award; 10 Staff supported through research career development programme; 45 Staff supported through formal research skills programme. | CV preparation, job hunting and interviews; 55 postgraduate supervisors; 35 formally trained supervisors; 1 Emerging Researcher Award; 10 Staff supported through research career development programme; 55 Staff supported through formal research skills programme. | |

				Staff supported through research career development programme: There are currently 5 academic staff members from the Schools of Engineering, Informatics & Creative Arts and Health & Science. Staff supported through formal research skills programme: The target of 35 was exceeded by 102. During 2014 the Research Office ran a series of staff development workshops and seminars to enable career development in research and innovation. These workshops included (full list): • Introduction to Marie Curie Individual Fellowships (Marie Skłodowska-Curie Actions) and grants under the European Research Council (ERC) • Information session on Marie Skłodowska-Curie Actions from NCP Dr. Jennifer Brennan – 8th August, 2014 • Introduction to funding opportunities under Creative Europe - Culture sub-programme – 9th October, 2014 • Research Presentation & Communication Skills (for oral and poster presentations) • Research Methods – Key strategies for developing your Research Ideas • Mini-Conference for			

				Postgraduate Students • Surviving the Viva – For the Transfer Viva and the PhD Viva • Research Ethics at DKIT: Principles and Practice • Academic Writing Skills & How to get Published • Career Planning Workshop for Post-Docs & Research Staff • Survival Skills for PG Masters & PhD Students: • Strategies for Time Management: • Planning & Project Managing your Research • Academic Writing Skills • Literature Research on the Web • Training as a Tutor and Graduate Teaching Assistant for Postgraduates, Post-Docs & Research Staff **The Supporting Evidence:** Career workshop sign-in sheets; A list, the sign-in sheets and copies of the certificates of the staff who successfully completed supervisory training; Confirmation from HR of staff with PhDs; Documentation available on research career development programme; Documentation available on formal research skills programme.			

5.4.5 Identify and build strategic partnerships particularly with alliance partner DCU.	Joint research funding submissions (i.e., regional, national, cross border, European, international); Participation in new SFI Research Centres; Visiting researcher awards; International authors on joint research publications from strategic research partners.	60% of all applications are joint research funding submissions (i.e., regional, national, cross-border, European, international); No participation in new SFI Research Centres; 2 Visiting researcher awards given in 2012; 27 international authors on joint research publications from strategic research partners in 2012.	Align with university partner on the delivery of structured Ph.D. National Institutes of Health programmes; 70% of all applications are joint research funding submissions; Participation in 1 SFI Research Centre; 4 Visiting researcher awards; 30 international authors on joint research publications from strategic research partners.	Align with university partner on the delivery of structured Ph.D. National Institutes of Health programmes: *Target not achieved.* The DCU DkIT Graduate School was formally launched in 2014. Percentage of joint research funding applications: The target was 70% of all funding applications made in 2014. It was almost reached with 66% having been achieved. Of the 32 research applications submitted in 2014, 66% of these involved collaboration with national, European and industrial partners. Participation in SFI Centre: Target of 1 achieved. This is through the Institute's involvement, through its Regulated Software Research Centre, in the SFI LERO Research Centre. Number of Visiting Research Awards: Target of 4 was achieved. These have been awarded to researchers and their collaborators in the US. International authors on joint research publications: Target of 30 was exceeded by 2. The top 6 countries are United Kingdom (28%), Canada (12.5%), Australia (6.3%), France (6.3%), Luxembourg (6.3%) and Spain (6.3%). This data was captured through the SCOPUS database.	75% of all applications are joint research funding submissions; Participation in 1 SFI Research Centres; 4 Visiting researcher awards; 35 international authors on joint research publications from strategic research partners; Align with university partner on the delivery of structured Ph.D. programmes.	80% of all applications are joint research funding submissions; Participation in 1 SFI Research Centres; 4 Visiting researcher awards; 35 international authors on joint research publications from strategic research partners; Align with university partner on the delivery of structured Ph.D. programmes.	

				The Supporting Evidence: Copy of DCU DkIT Graduate School agreement. Copies of joint research funding applications; SFI documentation; Visiting lecturer awards documentation; SCOPUS Database.			
5.4.6 Enhance the visibility and impact of our research.	School and Departmental Research Open Days. Peer-reviewed conference papers. Promotional research and innovation brochure. Population of Research Repository. Research Conferences / Workshops Attendance.	4 School and Departmental Research Open Days. 16 peer-reviewed conference papers in 2012; No promotional research and innovation brochure; Population of Research Repository: 75%; 15 – 20 Research Conferences / Workshops attended.	4 School and Departmental Research Open Days 20 peer-reviewed conference papers; One promotional research and innovation brochure; Population of Research Repository: 100%; 25 Research Conferences / Workshops Attended.	As per 5.4.2 above: School of Business and Humanities Research Day held in November 2013 for the 2013/2014 Academic Year; School of Health and Science Research Day held in December 2013 and December 2014; School of Engineering Symposium on Renewable Energy Systems was held on the 28 May 2014; School of Informatics and Creative Arts; 18th Music Research Colloquium was held on 27 May 2014; 19th Music Research Colloquium was held on 15 December 2014; 8th Music Undergraduate Research Day was held on 8 December 2014; Creative Media Research Colloquium was held on 29 May 2014 - both undergrad & postgrad Picteilín - 3 November 2014 - http://picteilin.com/

Peer reviewed conference papers: The target of 20 was not achieved. While 3 papers were reviewed, it did not follow the trend from 2012 to 2013 where there was 41 peer reviewed | School and Departmental Research Open Days; 25 peer-reviewed conference papers; One promotional research and innovation brochure; Population of Research Repository: 100%; 30 Research Conferences / Workshops Attended. | School and Departmental Research Open Days; 30 peer-reviewed conference papers; One promotional research and innovation brochure; Population of Research Repository: 100%; 30 Research Conferences / Workshops Attended. | |

				conference papers produced Research and innovation Brochure: Target achieved. The first edition of our "Research Focus" magazine was launched in 2014. https://www.dkit.ie/research/research-focus Research Conferences/Workshops attended: Target 25. 3 attended but this was partly to do with the need to cut costs this year. **The Supporting Evidence:** Agenda/minutes/report/photos of Research Day; Photographic evidence of Research Days; Copies of the Peer reviewed conference papers; Copy of the Promotional research and innovation brochure; SCOPUS Database; Registration forms evidence of conference attendance from HR/Finance.			

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

In terms of benchmarking in this section, there appears to be an absence of national data against which to benchmark. However, a Socio-Economic Impact Study* of Dundalk Institute of Technology was commissioned in 2012/2013 by leading independent economic consultancy firm BiGGAR Economics. To benchmark effectively, the study would have to be repeated and comparisons made.

BiGGAR Economics (2013). Socio-Economic Impact Study of Dundalk Institute of Technology. www.biggareconomics.co.uk

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5.5.1 Promote the Regional Development Centre as the commercially oriented interface between DkIT and the commercial, industrial and business life of the region.	Number of representations on business and industry committees; Distribution figures for the bi-annual LINK publication; Number of publications, promotional events, information workshops and conferences	6 representations on business and industry committees; 1,000 LINK publications distributed bi-annually; 8 publications, promotional events, information workshops and conferences.	6 representations on business and industry committees; 1,100 LINK publications distributed bi-annually; 10 publications, promotional events, information workshops and conferences.	Regional Development Centre: 10 representations on business and industry committees 1,300 LINK publications distributed in June 2014 and in December 2014 4 publications (RDC Brochure/25th Commemorative Book/CEEN) RDC website (www.rdc.ie) 23 promotional events held 43 information workshops held 3 Conferences held **The Supporting Evidence:** Minutes of Meetings Copies of LINK Newsletter Highrise Database of	6 representations on business and industry committees; 1,200 LINK publications distributed bi-annually; 12 publications, promotional events, information workshops and conferences.	6 representations on business and industry committees; 1,300 LINK publications distributed bi-annually; 15 publications, promotional events, information workshops and conferences.	

				recipients Project files: VITAL, CEEN, Honeycomb on ISO Drive		
5.5.2 Encourage and support new venture creation	Number of entrepreneurs/start-ups supported; Number of incubation companies located in the RDC and Millmount.	45 entrepreneurs/start-ups supported; 75% occupancy in incubator facilities.	55 entrepreneurs/start-ups supported; 80% occupancy in incubator facilities.	67 entrepreneurs/start-up supported: 98% occupancy in Regional Development Centre 58% occupancy in Millmount Facility. 78% Average occupancy Enterprise supports higher than anticipated. Occupancy only marginally down. **The Supporting Evidence:** ISO Drive: NFP: 45/IoTA: 22	Revised: 65 entrepreneurs/start-ups supported; 80% occupancy in incubator facilities	Revised: 65 entrepreneurs/start-ups supported; 80% occupancy in incubator facilities.
5.5.3 Support established enterprises aimed at business development and sector-specific development.	Number of established enterprises engaged in business development; Development/implementation of a sector specific programme on a regional and cross-border basis.	10 established enterprises engaged in business development; Development of a sector specific programme on a regional and cross-border basis.	15 established enterprises engaged in business development; Development of a sector specific programme on a regional and cross-border basis.	31 SMEs supported; 1 sectoral initiative supporting 110 SMEs (46)/Start-Ups (25) and Freelancers (39) **The Supporting Evidence:** Project Files: ISO Drive: VITAL: 19/IoTA: 12 Project Files: ISO Drive: Honeycomb Creative Work.	20 established enterprises engaged in business development; Implementation of a sector specific programme on a regional and cross-border basis.	Revised: 20 established enterprises engaged in business development.

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| 5.5.4 Provide knowledge transfer services | Number of IP clinics/promotional events; Number of IDs, patents filed and licence agreements; Number of campus companies; Number of research projects with industry. | 3 clinics/Promotional events; 4 IDs, patents filed and licence agreements; 0 campus companies; 18 research projects with industry. | 4 IP clinics/promotional events; 25% increase in IDs, patents filed and licence agreements; 0 campus companies; 20 research projects with industry. | The targets for commercialisation outputs are realised through the four year operational plan under the Technology Transfer Strengthening Initiative. In this regard, the outputs may not be met within a given year but achieved over the lifetime of the project 2013-2016. The outputs must therefore be viewed in this context. Outputs achieved for 2014: 4 IP clinics/promotional events; 1 IDs, 0 patents filed and 0 licence agreements; 0 campus companies; 35 research projects with industry **The Supporting Evidence:** ISO Drive: Technology Transfer/ EI Reports = 4 ISO Drive: Technology Transfer/ EI Reports = decrease ISO Drive: Technology Transfer/ EI Reports = 0 ISO Drive: Applied Research Projects = 35 | Revised: 5 IP clinics/promotional events; Targets as per TTSI 11 contract with Enterprise Ireland; 0 campus companies; 40 research projects with industry. | Revsied: 6 IP clinics/promotional events; Targets as per TTSI 11 contract with Enterprise Ireland; 1 campus company; 45 research projects with industry. | |

5.5.5 Special Development Projects of a strategic nature undertaken on behalf of the Institute and in partnership with external partners and agencies.	Evidence of: Engagement at a national level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.	There is: Engagement at a national level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.	Engagement at a national level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.	Campus Entrepreneurship Enterprise Network: www.ceen.ie QUB/DCU: VITAL Project - www.vitalforideas.com UU/Creative Skillsets/LyIT: www.thehoneycomb.net 1 Alliance with DCU: Technology Transfer Initiative **The Supporting Evidence:** Websites ISO Drive: Technology Transfer/VITAL/Honeycomb	Engagement at a national /international level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives	Revised: Engagement at a national/international level of the campus entrepreneurship initiative subject to funding; Engagement with strategic partners in Technology Transfer and Enterprise initiatives subject to funding.	
5.5.6 Develop strategic partnerships to support regional economic development.	Level of funding secured (additional); Number of strategic partnerships.	€150K external funding sourced for enterprise activities; 10 Strategic partnerships.	€200K external funding sourced for enterprise activities; 12 Strategic partnerships.	NFP/CEEN/Applied Research/Incubation/TTSI €1,315,360 15 Strategic Partners: Honeycomb: 4 Partners VITAL: 1 additional Partner CEEN/TTSI: 7 Partners Enterprise Centre Boards: 3 **The Supporting Evidence:** ISO Drive: Project Files	€250K external funding sourced for enterprise activities; 13 Strategic partnerships.	€250K external funding sourced for enterprise activities; 13 Strategic partnerships.	
5.5.7 Encourage an entrepreneurship culture.	Number of student enterprise Interns; Number of President's Awards for Enterprising Students; Number of student-led extra-curriculum activities that support the development of an enterprise cultures among students; Number of student	5 Student Enterprise Interns; 1 President's Award for Enterprising Students; 5 student-led extra-curriculum activities that support the development of an enterprise cultures	5 Student Enterprise interns (subject to funding); 1 President's Awards for Enterprising Students; 10 student-led extra-curriculum activities that support the development of an enterprise cultures	The results from the following areas are: 1. School of Business and Humanities: Business planning modules embedded across all departments Creativity and Innovation modules embedded across all	New: 4 Student Enterprise interns (subject to funding); 1 President's Awards for Enterprising Students; 12 student-led extra-curriculum	New: 2 Student Enterprise interns (subject to funding); 1 President's Awards for Enterprising Students; 15 student-led extra-curriculum activities that support the	

participants on an enterprise programme.	among students; 10 student participants on an enterprise programme.	among students; 15 student participants on an enterprise programme.	departments 2. School of Health and Science: 1 x Enterprise Education Champion identified each Department. 1 x Student Enterprise Intern in the School. 1 x staff member applied for DCU Entreprenurship programme. 3. School of Informatics and Creative Arts: Creativity, Innovation modules embedded across all level 7 programmes in the Section of Creative Media and Entrepreneurship modules embedded across Level 8 programmes in Creative Media and Computing. **The Supporting Evidence:** Report from student enterprise intern on school activity 2014; Student enterprise intern contract; List of staff who attended enterprise educators' programmes. 4. School of Engineering: One student intern engaged (refer to RDC results);	activities that support the development of an enterprise cultures among students; 17 student participants on an enterprise programme (subject to funding).	development of an enterprise cultures among students; 20 student participants on an enterprise programme (subject to funding).	

| | | | | Business related modules embedded across all departments;
BSc. (Hons) in Engineering Entrepreneurship running.

5. Regional Development Centre:
5 x student interns engaged;
5 x Student Enterprise Competitions held;
3 x Information Events hosted;
10 x Creativity Workshops held;
8 x Guest Speaker Events held;
8 x Networking Events: CEEN/NACUE/Grad Ireland;
19 x students participating on an enterprise programme;
2 x DkIT Enterprise Working Group Sessions.

There was no President's award for Enterprising Student's in 2014. However, this will happen in 2015/2016.

The Supporting Evidence:
Details of Student Intern.
Facebook
ISO Drive RDC:
ISO Drive: IoTA Programme Notes of meeting
Programme Boards are tasked | | | |

				with monitoring the implementation of the Institute's strategic themes. Annual Programme Board reports are sent to Academic Council. Programme documentation to show evidence of Business Planning modules embedded across all departments; Promotional materials for entrepreneurial activities in the School. Staff Training records. Student Internship Annual Report			

6. Enhanced internationalisation

In order to create further opportunity for international student recruitment, in 2014, Dundalk Institute of Technology became the first Institute of Technology to be recognised by the ACELS (Accreditation and Co-ordination of English Language Services) following a rigorous application and evaluation process.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5.6.1 Develop a Business Plan for the promotion and recruitment of DkIT to the international student market.	Business Plan Complete	Informal, less structured planning process.	Complete Business Plan	A relocation agreement was made with the International Marketing Officer and specific targets were set and kept under review. **The Supporting Evidence:** Relocation Agreement	Revised: To keep Relocation Agreement under review	Revised: To develop a formal Business Plan	
5.6.2 Widen learner experience and global awareness by increasing numbers of European and International Students.	Incoming number of non-EU students ; Incoming number of EU students (non-fee paying/ERASMUS); Incoming number of EU students (fee-paying); Number of bilateral agreements and levels of active	351 non-EU students; 183 EU students (non-fee paying/ERASMUS) (2012); 5 EU students (fee-paying); 68 EU partner college bilateral agreements and 8 non-EU partner colleges; Students being recruited from China, India, Malaysia, Nepal,	385 non-EU students; 120 EU students (non-fee paying/ERASMUS); 5 EU students (fee-paying); Agreements signed with agents in Russia and Thailand; Review existing agreements and	474 non-EU students; 116 Incoming EU Erasmus exchange students; 10 EU incoming students (fee-paying); No agreements signed with Russia and Thailand. Instead 3 agreements were signed with Nepalese partners and 1 was signed with a partner in Hong Kong agencies and progress underway to enter the Japanese market.	Revised: 500 non-EU students; 110 EU students (non-fee paying/ERASMUS); 8 EU students (fee-paying); Identify new market opportunities.	470 non-EU students; 120 EU students (non-fee paying/ERASMUS); 8 EU students (fee-paying); Identify new market opportunities.	

	collaborations; Number of new market opportunities identified.	Singapore, US and Oman.	terminate inactive relationships.	Existing agreements and terminate inactive relationships were reviewed. All Erasmus bilateral agreement exchange numbers were adjusted downwards to reduce numbers of free places available. **The Supporting Evidence:** Student transfer documentation; Partner Agreements.		
5.6.3 Promote and support staff, student and research exchange programmes with our International partners.	Number of placements secured at partner colleges for *out-bound* staff, students, and researchers.	16 ERASMUS **placements** secured at partner colleges and host consortia; 13 students going on **study abroad** through ERASMUS.	16 ERASMUS placements secured at partner colleges but projected take-up is 20; 11 teaching staff exchanges; 3 non-teaching staff exchanges; 15 students going on **study abroad** through ERASMUS.	14 Erasmus Outbound student placements; 11 Erasmus Outbound Teaching exchanges (academic); 3 Erasmus Outbound Non-Teaching exchanges (non-academic); 14 Erasmus Outbound study abroad. **The Supporting Evidence:** Satakunta University of Applied Sciences to DkIT (to Informatics. November 2014) IUT Le Havre (February 2015 to Business Studies) Université d'Artos (April 2015 to Business Studies) College of Slavonski Brod, Croatia (to RDC, February 2015)	New: 20 students projected to take-up ERASMUS placements; 11 teaching staff exchanges; 3 non-teaching staff exchanges; 20 students going on **study abroad** through ERASMUS.	24 Projected take-up of ERASMUS placements; 11 teaching staff exchanges; 3 non-teaching staff exchanges; 22 students going on **study abroad** through ERASMUS.

| | | | | Technical College of Alvira, Spain (June 15 on Staff Mobility) University College Northern Denmark(new partner in Engineering – built environment – April 15) Founation La Mache – Lyon, France (new teaching link – Business Studies - March 15) Delegation of Rectors from Estonian higher education institutions (April 2015 – Study Tour – all programme areas

Overall Trends for 2015: Continue growth in non-EU incoming student numbers. New markets in Asia in development. Reduction of Erasmus "free" places, due to imbalance in exchange numbers. Modest increase in short-stay EU students who will pay student contribution fees. | | | |

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary