ABC Programme – Collaborating Organisations

1. List of ABC schools we work with

St. Mary's Primary School, Dorset St. St. Gabriels' National School, Cowper St. Stanhope Street Primary School, Stanhope St. Presentation Primary School, Georges Hill

2. List of the ABC consortium members and a little information on each of them

An Síol Community Development Project

- 1. To act as a catalyst for and support the work of local residents in identifying and responding to issues of concern.
- 2. To facilitate, with residents, the delivery of local services that enhance and make a material difference to the quality of their lives.

Aosóg Child and Family Project

- 1. Aosóg is a community based Child and Family Project based in the North West Inner City of Dublin.
- 2. Aosóg was set up as a direct response to a need identified by people living and working in the area.
- 3. The Project works with children aged 7 to 12 years and their families.

Blackhall Parade Children's Project

Crèche

City of Dublin Education and Training Board

Delivery of the Early Childhood Care and Education: QQI Level 6 in The Gateway Project on behalf of Grangegorman ABC

Creative Kids & Co.

Preschool

Daughters of Charity Community Services

Preschool and delivery of Parent Child Home Programme (PCHP) on behalf of Grangegorman ABC

Dublin 1 & 7 Schools Completion Project

Delivery of Doodle Den literacy programme on behalf of Grangegorman ABC

Dublin City Council Library

Provision of free books to support the delivery of Doodle Den and PCHP

Dublin Institute of Technology (lead agency)

- 1. Host facility for Grangegorman ABC in the Access and Civic Engagement Office
- 2. Creation and delivery of Siolta/Aistear Implementation CPD Module: QQI Level 7 and Management Module through the School of Languages, Law and Social Sciences

Dunard Community Playgroup

Crèche/ Playschool

Gateway Project - Manor Street

- 1. The Gateway Project is a Women's Education and Skills Training Programme in the North West Inner City which supports women in their effort towards securing quality employment through Training and Education.
- 2. Host facility for the delivery of the Early Childhood Care and Education: QQI Level 6

Grangegorman Labour and Learning Forum

The GLLF is made up of a range of statutory, community and voluntary organisations and stakeholders who work within Dublin's North West Inner City. The main aim of the GLLF is to ensure that opportunities arising from the Grangegorman Development Project will benefit and improve the quality of life of local people and communities through:

- employment;
- education and training;
- business and enterprise.

HSE Dublin North East

- 1. Delivery of the Incredible Years Parent Baby Programme with baby massage on behalf of Grangegorman ABC
- 2. Speech and Language therapist input and support to the Referral Pathways Working Group and Upskilling

Lily's Adventures Playschool

Crèche / preschool

Little Stars Community Crèche

Crèche / preschool

North West Inner City Network (NWICN)

- 1. Provide an information point for local residents
- 2. Provide an education and employment links service to assist local people to access training, further education and employment
- 3. Assist local people to set up groups
- 4. Provide support to groups with planning, funding and maintenance issues
- 5. We can connect volunteers to local groups and support people to become more actively involved in your community
- 6. We can provide a coordinated response to issues arising which affect the local community

Pitter Patter Crèche

Crèche / preschool

Presentation Primary School, George's Hill

Primary school

Rainbows/Kent Playgroup Crèche / preschool

Scoil Plas Mhuire

Primary school

Seven Dwarfs Playschool

Crèche / preschool

Silverspoon Montessori & Preschool

Preschool

St. Gabriel's National School

Primary school

Stanhope Street Convent Primary School

Primary school

Step-by-Step Child and Family Project

The Step By Step Child and Family Project provides a range of social, recreational and educational activities for children, while working in partnership with the family and liaising with community voluntary and statutory sectors in the Dublin North West Inner city. Delivery of the Incredible Years Preschool Basic Parenting Programme and Incredible Years Classroom Dina Programme.

Tiny Toes Community Crèche Crèche / preschool

create, presented

Tusla - Child and Family Agency

Tusla is a dedicated State agency responsible for improving wellbeing and outcomes for children. It represents the most comprehensive reform of child protection, early intervention and family support services in Ireland.

DEIS Schools with which DIT works

1. Larkin Community College	1 Champions Avenue	Dublin 1		
2. O'Connell School	North Richmond Street	Dublin 1		
3. C.B.S. Westland Row	Westland Row	Dublin 2		
4. Marino College	14-20 Marino Mart	Fairview	Dublin 3	
5. St Joseph's C.B.S.	Merville Ave	Fairview	Dublin 3	
6. Technical Institute	Cambridge Road	Dublin 4		
7. Mount Carmel Secondary School	Kings Inn Street	Dublin 7		
8. St Joseph's Secondary School	Stanhope St	Dublin 7		
9. St Pauls C.B.S.	Christian Brothers	Nth Brunswick St	Dublin 7	
10. Mercy Secondary School	Goldenbridge	Inchicore	Dublin 8	
11. Presentation College	Warrenmount	Dublin 8		
12. Christian Brothers	Synge St	Dublin 8		
13. C.B.S. James Street	James's Street	Dublin 8		
14. Cabra Community College	Kilkieran Road	Cabra	Dublin 7	
15. Bush Post Primary School	Riverstown	Dundalk	Co. Louth	
16. St Oliver's Community College	Rathmullen	Drogheda	Co. Louth	
17. Ó Fiaich College	Dublin Road	Dundalk	Co. Louth	
18. Scoil Ui Mhuiri	Barn Road	Dunleer	Co. Louth	
19. Ardee Community School	Ardee	Co. Louth		
20. Coláiste Clavin Post Primary School	Longwood	Co. Meath		
21. O'Carolan College	Nobber	Co. Meath		
22. Beaufort College	Trim Rd	Navan	Co. Meath	
23. Boyne Community School	Trim	Co. Meath		
24. St. Mogue's College	Bawnboy	Co. Cavan		
25. Breifne College	Cootehill Rd	Cavan		
26. Ballymahon Vocational School	Ballymahon	Co. Longford		
27. Ardscoil Phadraig	Granard	Co. Longford		
28. Lanesboro Community College	Lanesboro	Co. Longford		
29. Templemichael College	Templemichael	Longford		



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OIFIG AN UACHTARÁIN / OFFICE OF THE PRESIDENT:

Dr Anne Looney Interim Chief Executive Higher Education Authority Brooklawn House, Crampton Avenue, Shelbourne Road, Ballsbridge, Dublin 4.

9 December 2016

RE: Notification of the outcome of Strategic Dialogue Cycle 3 process

Dear Anne,

Thank you for the documentation received in respect of the Strategic Dialogue, Cycle 3. We would now like to respond to your invitation for comments on factual amendments and issues relevant to a final conclusion as to the performance of DIT.

As factual amendments, a number of corrections are required as follows:-

- In the 'Reflections' document, page 3 in the paragraph that starts "The second performance indicator.....", midway through it states "Some detail as to the reasons for DCU's increased performance would be welcome". We presume this should be DIT rather than DCU.
- o The Additional Notes in the 'Reflections' document refer to DIT's financial statements for 2013/14 and states that a prepayment of €700k was made to a subsidiary, Swets Information Service. This sentence is misleading and could be interpreted that this is a DIT subsidiary. Therefore we would suggest that it should read "a subscription payment of €700K was made to a supplier, Swets Information Service, in respect of library services."
- In the Minutes of the Dialogue meeting, we noticed on page 3, near the end of the 1st paragraph the statement "The biggest challenge for the TU4D project has been the public procurement process..." The "TU4D project" should be replaced by the "Grangegorman project" in the sentence.

In the evaluation of DIT performance, we are very disconcerted that DIT has been placed in the funding performance Category 2. In that regard, please note the following points:-

- DIT is fully engaged in the Strategic Dialogue process and over the three cycles of the process to date has advanced the embedding of the Performance Compact within the Institute. This is reflected in DIT's stated aims of, and success in, delivering on key national goals; and its recent strategic planning exercise which will identify priorities for the next Performance Compact. Our commitment is underpinned by additional resources assigned to enhance capability in strategic analysis, planning and reporting.
- In the 'Assessment findings', we are pleased that HEA acknowledged that progress across all domains has been achieved by DIT. The Findings note evidence of significant progress, including developments towards amalgamation and meeting the metrics for technological university designation, enhancing DIT's quality assurance measures by focussing on the quality of provision and improving it by incorporating more workplace and entrepreneurial elements. A particular highlight noted is progress towards achieving technological university designation. These findings are welcome, but are inconsistent with the categorisation assigned.
- We would be most grateful please if the following were fully considered and reflected in the performance category evaluation.
 - Many of the queries originally raised by the evaluation panel were addressed in the presentation prepared and submitted for the September Strategic Dialogue meeting. A copy is attached for the record (Addendum 1). Slides No. 2 and 31-37 are particularly relevant in respect of these queries.
 - We note in the Assessment Findings that there seems to be a specific expectation that greater evidence of
 integration within the TU4Dublin consortium is to be demonstrated in the <u>next</u> set of Compact reports. At

this point we would like to reiterate again that, notwithstanding the need for legislation to enable legal amalgamation, substantial progress has been made in integrating key aspects of the work of the TU4D Alliance. Details of progress is provided in the attached report (Addendum 2).

- Regarding the ability of the Institute and the TU4Dublin partners to achieve the targeted research student numbers. It is accepted that the target is an ambitious one, but the TU4Dublin Alliance is confident this can be achieved in advance of application for TU designation. It should be noted that the level of research student activity targeted for DIT is less than 15% above the maximum level of student numbers that DIT has supported in the past. The Institute is confident that the capacity and capability is in place to deliver the targeted numbers. Since the end of the latest Compact reporting period (December 2015) the TU4Dublin Alliance has shown significant increases in these numbers; fully on-track to meet the target. This is due to a very detailed, focussed and coherent action plan being implemented across the three partners. A copy of slides displaying this progress is attached (Addendum 3).
- In the Findings it is stated that 'the institution needs to improve its approach to and use of benchmarking as a means to set priorities and undertake self-evaluation'. DIT accepts that benchmarking and its uses can always be improved and this is an ongoing development. In fact, as advised to HEA, the Institute has assigned additional resources in this area to further advance its capacity. Nonetheless, benchmarking has been used extensively across the Institute for self-evaluation and to set priorities in practical and real contexts, allied with a strong risk management approach. This includes the financial dimensions of DIT where evidence shows that financial analysis, planning and implementation have been conducted successfully by DIT in a very constrained financial environment, as acknowledged in the HEA Financial Review of Institutes of Technology¹. A copy of DIT's presentation from the 2016 budget meeting with HEA is provided (Addendum 4) indicating how such analysis has been used to inform and set DIT financial priorities and that these have been delivered with clear prudence and skilled management.

DIT and TU4Dublin Alliance partners are concerned that in all three assessments the perceived progress of the TU4Dublin project seems to have been questioned. Given that the original Strategic Dialogue 'Cluster' meeting for the Alliance was postponed but not re-scheduled, it may be appropriate for that meeting to now take place so as to address any information gaps or to clarify any related matters. We would welcome such a meeting to be arranged at your earliest convenience.

I would like to re-iterate that DIT is fully committed to continuing to engage in the Strategic Dialogue process with the objective of further enhancing its own performance and the HEA's view of that performance. In this period as articulated in the Self-Evaluation report, DIT, in line with its stated plans has:-

- a) increased its overall student numbers
- b) increased international student numbers
- c) increased its research student numbers probably one of the few HEIs in the country to do so
- d) improved retention rates across its undergraduate programmes
- e) continued to be a leader in 'access' and part-time provision
- f) continued to out-perform other HEIs in terms of technology transfer and new venture creation
- g) delivered the plans for the Grangegorman campus the largest development of its kind in higher education in Europe
- h) delivered the plans for the TU4Dublin project a new and complex initiative in the Irish higher education landscape, and
- i) achieved the above within a planned balanced budget.

DIT has demonstrated extremely strong performance in respect of all of our strategic objectives, with excellence in mission-critical domains. We wish please to have the categorisation of DIT's performance reviewed to reflect that.

I look forward to hearing from you.

Kind Regards

Professor Brian Norton President

APPENDIX 3

U-Multirank 2017 Scores of Irish HEIs

뙤		СІТ	DCU	DIT	GMIT	ІТТ	ITTra	LKIT	MU	NCI	NUIG	TCD	UCC	UCD	UL
Indicator															
ning	Bachelor Graduation Rate	А	А	с	А	в	А	с		с			А		А
Lear	Master Graduation Rate	В	В	С	D	С	В	D		С			В		В
8 0	Graduation Time (Bachelor)	А	В	А	В	А	А	А	В	В	В				В
chin	Graduation Time (Master)	В	В	В	С	В	В	В	В	В			В		В
Tea	Citation Rate	В	В	В	В	С		*	В	*	В	А	В	В	В
	Research Publications (absolute	D	С	С	D	D	D	D	С	D	В	В	В	В	С
	Research Publications (size	D	В	D	D	D	D	D	С	D	Α	А	В	А	В
	External Research Income	В	Α	С	D	С	С	С	Α	D	Α		Α		А
ء	Art Related Output	А		Α	D			В	В	E	В		А		А
earc	Top Cited Publications	В	В	А	Α	D	*	*	В	*	В	А	А	А	А
Res	Interdisciplinary Publications	А	А	В	D	А	*	*	В	*	В	В	А	В	В
	Post Doc positions	D	А	D	D	D	D	D	А	D	Α		А		А
	Strategic Research Partnerships	В		с			Α		В		D		В		-
	Professional Publications	C	D	C	F		C	D	D	D	Α		Α		В
	Co-publications with industry	В	B	D	B	D	J	-	В	_	B	в	B	В	В
	Income from private sources	Δ	D	D	D	Δ	D	D	C		B	D	D	D	Δ
	Patents awarded (absolute numbers)		۸	Б	F	F	F	F	C C	F	^	٨	^	۸	B
nsfe	Patents awarded (size normalised)			c	с С	с с	с С	с С	D	с С					D
Trai	Industry Co-natents		Б	E	*	*	*	*	D	*	D	Б	D	Б	D
de	Spin offs		0	E	•			•	в	D	В	D	D	в	В
<u>we</u>	Dublications sited in patents		A	A	A		А *	А *	C	в *	0		В		В
<u>X</u>		Å	А	A	D	A		÷	C F		A	A	А	A	В
	Craduate companies	Å		A	D	А	A	D	E		-				D
5	Graduate companies	A	-	A	D		A	F	F	-	D		D		-
Itatio		E	E	E		-	E	E	E	E					E .
Drier	Student mobility	E	E	E	6	E	E	E	E	E	E		D		E
Jal O	Student mobility	C	A	в	C -	A	В	В	A	C	A		A		A
ation		в	A	A	E	0		D	A	C *	A		A		A
tern	International joint publications	A	A	A	A	A	*	*	A	*	A	A	В	A	В
드	International doctoral degrees	В	A	A					В		C		В		В
lent	Bachelor graduates working in the	A	В	A	В	A	A	D			В		A		
gem	Master graduates working in the	A	В	A	В	A	A	С			A		A		
inga	Student internships in the region	В	В	С	С	В	С	*		A	D		В		В
alE	Regional joint publications	A	В	A	A	A			В		D	В	С	В	D
gior	Income from regional sources	E	D	E	E	E	E	С	E	E	D		E		E
Re	Strategic research partnerships in the	В	1	В	A		В			1	С		В		
	Number of As	12	11	13	6	10	8	2	5	1	10	6	13	5	8
	Number of Bs	11	12	5	5	3	4	3	12	3	11	5	13	7	16
	Number of Cs	3	1	8	3	3	3	4	6	4	2		2		1
	Number of Ds	5	3	5	11	6	4	9	1	5	7	1	3		2
	Number of Es	4	2	4	5	4	5	4	4	6	1		1		3
A B C		Very C	Good												
		Good													
		Avera	ge												
	D	Below avergae													
E		Weak													
	*	Not applicable													
	blank	data unavailable													

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, and data source	Commentary	Final target, end 2016	Summary
To improve continuously the learning experience so that all students acquire skills and develop as independent learners	Percentage of programmes with work placement/internship element	Year 2012/13 17%	Year 2015/16 20%	Year 2015/16 (source – Internal DIT database) This target has been achieved. 47% of undergraduate programmes across the Institute now have a work placement component.	The value of work-based learning is now widely recognised across the DIT colleges, including its Report on Structured Placements, 2013. This has assisted in highlighting the relevance of placement for students. The programmatic review process encourages, where feasible, the introduction of placement learning opportunities for students. Work placement is also regarded as a distinguishing factor from a competitive marketing perspective. The 2015 target has been exceeded. The introduction of the Work Placement log following the 2013 Report, has enabled more accurate mapping and monitoring of work placement across all programmes. This placement log, annually updated by the Academic Affairs function, ensures realistic tracking. The objective for the coming 12 months will be to embed work placement more deeply into existing programmes across a range of years as well as growing it across programmes. Progress in relation to work placement at programmes. Progress in relation to work placement at programme validation processes and school reviews. The Institute has moved towards the implementation of best practice models in recent years following its 2013 Report and models such as that of Haaga Helia University of Applied Sciences Helsinki, have informed developments.	Year 2016/17 The target is changed from 25% to 50%	



Strategic Dialogue Cycle 3

Addendum to the Self-Evaluation report

- Report on Additional Items requested by HEA

28th June 2016

1. The Implementation of the Transitions agenda

<u>Context</u>

'The so-called "points race" resulted from a complex interaction of factors which are compounded by the use of the Leaving Certificate examination for selection and entry into higher education.' Consequently the interaction of all stakeholders involved;

- > The nature of preparation for, and assessment in, the Leaving Certificate examination;
- The manner in which grades are awarded and converted into a points score to rank students for admission to higher education;
- The proliferation of entry routes into higher education (many of them with very small numbers of places);
- > The very high demand for a small number of university courses with a limited number of places

Issues relating to predictability in the Leaving Certificate

The State Examinations Commission (SEC) commissioned an independent external evaluation of predictability. The findings that 'concerns about the predictability of the Leaving Certificate examination question content were not sustained.' Furthermore 'None of the examinations was found to be very problematically.' https://www.examinations.ie/about/Predictability-Overall-Report.pdf

Broader Undergraduate Entry

After detailed discussion whereupon the Universities Collaborative Process and the Technological Sector Process took place 2014 and 2015 the following outcomes emerged.

Universities Collaborative Process

- The initial target to reduce the number of entry routes in the 2015 CAO Handbook back to 2011 levels has been achieved.
- Estimating additional 20% reduction by 2017
- Some universities undertaking radical restructuring for broader experience.

Technological Sector Process

- Ongoing commitment to review programmes to ensure a mixed portfolio of programmes with denominated and generic/common entry.
- A number of IoTs and DIT have in place or have introduced common entry programmes at level 8.
- Ongoing merger processes will promote more coherent academic planning.

DIT entered a comprehensive dialogue on the rationale underpinning the Transitions Initiative document and was understood and supported by the Schools and Colleges within DIT.

- DIT has a mix of denominated and non-denominated entry routes. This is consistent with the third key direction in the referenced report which seeks to "review level 8 programme provision in the institutes of technology to ensure a mixed portfolio of programmes with denominated and generic entry". It is also consistent with comments on provision in the IOT sector in the same report (page 23): "retention of a portfolio of programmes with denominated entry will therefore remain an essential element". General entry may be appropriate for some programme collectives however this proposal should be gauged on academic merits and rather than general entry being considered as a principle or as a norm. Decisions about general or delineated entry should be made on a case by case basis by schools within DIT and there should be no impediment to maintaining delineated entry where a school feels it is appropriate.
- Specialist entry is a key feature of the Institute of Technology sector, which tends to recruit students with a specific career focus, as recognised in the report. Areas which fall into this category include computing and physics, Restrictions of professional accreditation also impact in the case of architecture, journalism, Accounting, Logistics and Retail Management.
- There are a considerable number of programmes that have entry requirements which encapsulate additional requirements/testing in association with portfolio, interview and audition. Such areas include music, drama, art and design and photography programmes.
- Maintenance of institutional differentiation could be lost in the context of a single common entry route. Many of our programmes are very strongly focussed on professional entry with clear vocational pathways. This is our positioning and differentiator as a HEI.

Creating an internal market at the end of Year 1 is in effect merely postponing the 'points' issue

However as part of DITs continuing academic planning and review, progress has been made with regard to single common entry in certain disciplines through the ongoing introduction of a common entry first year programmes in

o <u>Engineering</u>

In 2014 a Common Entry for all seven (Level 8) Engineering programmes in 1st year through CAO with continuing denominated entry up to 2016 with the removal of Bachelor of Engineering (Level 8) denominated entry programmes from the CAO in 2017

o <u>Science & Health</u>

In 2013 a Common Entry for nine (Level 8) Science & Health programmes in 1st year through CAO with continuing denominated entry.

o <u>Arts & Tourism</u>

In 2017 a common entry into six (Level 8) Tourism & Language programmes through CAO without denominated entry.

o Business

For many years there has been at (Level 8) a Common entry into Business whilst maintaining denominated entry.

Furthermore DIT in 2011 had 70 Level 8 programmes for entry into 1st year and whilst the number increased to 107 in 2015 there will be 70 on offer for students in 2017

A New Grading Structure for the Leaving Certificate Exam

The concern was 'the use of 14 narrow grade bands may put pressure on students to achieve marginal gains in examination performance and as a consequence focus excessive attention on the detail of the assessment process rather than the achievement of broader learning objectives.'

Outcome: A new eight point grading scale based on 10 grading bands has been agreed for 2017 across all HEIs.

Existing (14 point) scale	% Awarded	New Scale 2017	% Awarded
A1	90-100	H1/01	90-100
A2	85-89		
B1	80-84	H2 / O2	80-89
B2	75-79		
В3	70-74	Н3 / ОЗ	70-79
C1	65-69		
C2	60-64	H4 / O4	60-69
C3	55-59		
D1	50-54	H5 / O5	50-59
D2	45-49		
D3	40-44	H6 / O6	40-49
E	25-39	H7 / O7	30-39
F	0-25	H8 /O8	0-29

DIT Academic Council approved the use of the new grading scale in June 2015.

It was recommended that the following principles will apply to the revised common points scale.

The points scale should:-

- Preserve the relative value of achievement at Ordinary level to Higher level. The rationale is based detailed statistical analysis conducted by the NCCA & SEC shows that OA = HC and OB = HD.
- Award points to new H7 grade (which is now deemed a pass)
- Continue to award bonus points for higher level mathematics. The rationale is that it will encourage students to take higher papers and also reduce risk.
- Award points with each step up in grades by different amounts by way of non-linear scale. The rationale for is to minimise the use of random selection. Please see link below https://www2.ul.ie/pdf/743243358.pdf
- Implementation of the first phase of the reforms in this report will affect students entering fifth year in September 2015 and sitting their Leaving Certificate in 2017.
- Finalisation of all aspects of the new common points scale will be published in September 2015.
- Review alignment of grades with respect to minimum entry requirements on particular programmes. Basic Matriculation was agreed as 2 H5 and 4 O6/H7. It was agreed on subject requirements that individual HEIs would have the final approval on these , but that the default guide would follow the recommendation following requirement:-

For those subject grades that are now at the top end of the new grade band – HC3, HC1 and HB2, the grade would be mapped to the next band up - for example HC3 which is currently 55 - 60 %, would be mapped to H4 rather than mapping it to H5 which is 50 - 60 %. The rational is that the new matriculation is more lenient (2H5 and 4 O6/H7) and so the subject requirements were more critical and warranted a tighter specification

This has been implemented across all programmes in DIT and was confirmed at Academic Council in June 2015.

2. Efforts to improve retention rates

Non-Progression in Dublin Institute of Technology (DIT) 2012/13 to 2013/14

Progression rates in DIT are measured annually and the results disseminated throughout the four Colleges in the Institute. These reports are acted on by the Heads of Learning Development in the Colleges and are also used by the Quality Assurance Office in programme reviews. The data is reported centrally through the Directorate of Academic Affairs and Registrar. Each year, every programme is required to complete a quality assurance form (Q5) indicating progression and attrition rates. Other innovations are included at the end of this document or have been referred to in DIT's Self-Evaluation Report 2016, under the Institution Objective and Performance Indicator in Section 3.

Level 6

Non-progression at level 6 in DIT was below the national average. In terms of fields of study, it was also below the national averages in all cases bar construction. This field is entirely made up of one programme DT170 Buildings Management (Maintenance and Conservation). This programme had a 40% progression rate* from the cohort that entered in Sept 2012. The programme is being suspended from the Institute's offering as of 2016. (**Internal DIT Student Progression data*)

Level 7

In 2013/14, non-progression at Level 7 in DIT was above the national average rate of 28% by 2 percentage points. This relates specifically to the following three fields of study:-

- Services the DIT non-progression rate (29%) was higher than the national average (28%). DT408/1 Hospitality Management had a 60% progression rate* while DT411/1 Leisure Management had a 67% progression rate*. DIT research into these programmes has identified that attendance can have a marked impact on improving the progression rate of 1st year students. This research was piloted successfully on DT408 and is now embedded on all programmes in the School of Hospitality and Tourism. A dedicated staff member oversees this complex and time consuming operation but the results are that more students now continue with their studies.
- Engineering DIT had the same non-progression rate as the national average (34%). Much research has been done internally to identify the academic preparedness of applicants to Level 7 engineering programmes. The level of mathematics capability is often an issue and this has a marked effect on non-progression in the discipline. This internal research mirrors HEA findings on a national level. It has a more marked effect in Engineering Level 7 however. This has led the College of Engineering and Built Environment to review certain Level 7 Engineering programmes and also its Level 7 offering generally in relation to Engineers Ireland requirements. The balance is being sought between whether Level 7 Engineering is focused as a ladder progression route to becoming an engineer with a recognised Level 8 qualification, or, whether it should cater to technician level qualifications. The College is very focused on its progression in 1st year Level 7 as this field of study is well recognised as being academically rigorous and challenging. A range of initiatives have been taken in this regard, as indicated in the Self-Evaluation Report.
- Construction DIT (33%) had a lower non-progression rate than the national average (41%). However, DT004/1 Civil engineering had a 40% progression rate*. This programme is now part of an overall review process within College. DT005 Building Services engineering has re-configured its Year 1 offering to include more interactive / project work. It has re-vamped its Induction and now monitors the attendance of its students with follow-on contact to ascertain their reasons for non-attendance. Progression is now 62%*. The low demand for construction related programmes has meant that average CAO points of entrants remain low for this cohort. DT104/1 Auctioneering, Valuation and Real Estate Agency has a 52% progression rate*. Again this programme has suffered a decline in applicants from 870 in 2008 to 191 in 2012. The programme is the victim of a massive and unprecedented collapse in applications. This has resulted in entrants with lower CAO points and lower academic preparedness. After a further decline in applications.

(*Internal DIT Student Progression data)

Level 8

The Institute has lower non-progression (16%) than the national average (17%). Three fields of study remain elevated and the Institute has taken action in these areas.

Services - the DIT non-progression rate (21%) was higher in the period than the national average (20%). DT406/1
 Tourism Management had a 65% progression rate* while DT417/1 Leisure Management also had a 65% progression rate*. DIT research into these programmes has identified that attendance can have a marked impact on improving

the progression rate of 1st year students. This research was piloted successfully on a Level 7 programme and is now embedded on all programmes in the School of Hospitality and Tourism (including DT406). As previously stated, a dedicated staff member oversees this operation with improved retention resulting.

- Construction DT175 Architectural Technology saw its applications at their lowest level since the programme was initiated, dropping from 411 in 2010 to 295 in 2012. This has now rebounded to 402 in 2016. The effect of low applications meant that entrants had lower than anticipated academic preparedness. The College of Engineering and Built Environment has initiated a review into the programme due to lower than expected progression.
- Computer Science the Institute has lower (20%) than average (26%) non-progression. Whilst DT228/1 Computer Science enjoys high progression rates, DT211 Computing was lower (65%*). There appeared to be confusion amongst applicants as to what differentiated the programmes. The School of Computing has re-branded the programme as 'Computer Science (Infrastructure)' to clarify to potential applicants the nature of the programme.

(*Internal DIT Student Progression data)

Innovations in 1st Year undergraduate education

The first year of college study is arguably the most crucial time for engaging students in their new learning community and equipping them with the requisite skills, not only to progress (persist), but to be effective and independent thinkers throughout their undergraduate years and in their future selected career paths as lifelong learners' (Kift, 2009). Building upon the <u>DIT Student Engagement Strategy</u> and the work of the DIT STEER initiative, a series of DIT/ TU4D workshops for key stakeholder groups were coordinated during 2013-15. From these sessions, 8 core themes were identified that could potentially characterise the first year experience in our programmes and related actions are now in train to help address progression challenges.

- 1. Initial induction/orientation,
- 2. The First 5, 6 or 7 weeks,
- 3. Assessment and feedback,
- 4. Students as autonomous self-directed learners,
- 5. Peer mentors,
- 6. Graduate attributes,
- 7. Learning spaces virtual and physical, and
- 8. Alternative curriculum models.

Other related analysis and commentary on DIT retention activity is provided in the main Self-Evaluation Report p.16-18.

3. Systems and Workload Management

The Review of Workload Management Models and the IoT Sector

The Review of Workload Management Models in Irish HEIs (HEA, 2014) outlines the progress made since 2010 in the implementation of workload management models across the higher education sector in Ireland. The review highlights the significant differences that exist between the university sector where a delegated approach has led to a high degree variation, and the Institutes of Technology where the nationally agreed academic contract places constraints on the flexibility available to individual institutions in the management of academic workload.

Academic workload, as defined in the academic employment contract for the Institute of Technology (IoT) sector, comprises teaching, research, academic assessment and academic administration. Teaching obligations are set out in a very specific way in the form of class contact hours up to a maximum of 18 hours per week for lecturers (or 20 hours per week in the case of Assistant Lecturers) to comprise an annual teaching requirement of 560/630 hours over a 35 week period. Research, by contrast, is not defined though engaging in research is included within the terms of the contract.

As the Review acknowledges (p.4), workload management for Institutes of Technology is as a consequence driven by the need to manage the contractual teaching requirement of academic staff with much less flexibility to balance teaching with research and engagement.

DIT's Workload Guidelines

DIT's Guidelines on Time-tabling of Academic Staff (2009) provides the main basis for institutional workload management at Dublin Institute of Technology, the aim of which is to ensure that all teaching activities, undergraduate and postgraduate, including those related to the supervision of student research, are planned, allocated and scheduled in a consistent way. Standard teaching hours are assigned to all academic staff based on 18 or 20 hours direct contact hours per week including supervision of postgraduate research students.

DIT operates a centralised timetabling system and all teaching and research supervision activity is recorded on the CMIS system. In addition to direct class contact hours, DIT's Guidelines set out norms for:

- Supervision of Undergraduate projects
- Supervision of taught Postgraduate dissertation/projects
- Supervision of Research Degrees
- Mentoring Students on Placement

Supervision of research degrees is included within the definition of 'Teaching Duties' and an allowance of two hours per week per student for supervision of research degrees applies. There is no specific limit on the number of students that may be supervised and as a result, subject to availability of resources, Heads of School may timetable staff in predominantly research-oriented activity where required.

Service aspects of the contract, such as fulfilling specified Quality Assurance roles, are also recognised for timetabling purposes. There are no scheduled allowances, however, for engagement in research, consultancy work or curriculum development. Heads of Schools in consultation with the Director can exercise discretion to implement allowances for strategically focused activities including research, provided there are available resources. Release from teaching can also be granted if the research project can fund the cost of replacement teaching.

Limitations of the Model

The academic contract is arguably ill-suited to achieving DIT's strategic goal to be an important source of discovery in which research underpins DIT's education programmes and its contribution to the economy and society. DIT is aware from its Staff Engagement Survey (2014) that many colleagues feel they are not given sufficient time to undertake research. DIT has sought to support a greater balance between teaching, research and engagement, both through the inclusion of research student supervision in the definition of teaching as well as through incentivised measures in its Research Action Plan.

However, the funding model that applies to the IoT sector acts as a further constraint on adapting the approach to management of the academic contract. For instance, the 5% top-slice of the core grant allocated to research in universities does not apply to Institutes of Technology, thereby limiting the ability of institutions to allocating further allowances for research. In addition, the RGAM weighting for research students in the IoT sector is 1.8 compared to the weighting of 3 that applies in the university sector, acting as a disincentive to grow this area of activity.

Supporting Research as an Intrinsic Part of the workload

Within this context, DIT through its Research Action Plan has sought to proactively address academic workload management with the following additional initiatives:

- A Researcher Support Scheme: Timetable support of up to 6 hours p.w. for researchers who currently manage large-scale projects or are planning the development of new initiatives
- A Pilot Sabbatical Leave Scheme: A semester-based time release from teaching duties to enable academic staff with significant research potential to strengthen their research profile and build competitive new research proposals
- A Staff PhD Completion Scheme: Support for members of staff in the final phase of completing a PhD through a partial release from teaching for staff members

Schemes such as these provide supports for academic staff to buyout time for research activities. They are not research allowances as such but rather replacement of teaching hours through externally-generated funds. Schools and Colleges can similarly implement time-release schemes through the use of externally-generated funds, based either on a research fellowship model or through a buyout of hours.

Measures introduced under the Research Action Plan are a limited reinvestment of resources designed to consolidate the research base and to position DIT for future sustainability and success. Long-term sustainability will, however, require an adjustment of the contractual requirement and a review of the underlying pedagogic model. As part of its work in developing the workplace of the future, the TU4D alliance has begun to address options in relation to workload management in the context of a new technological university.

Developing a New Approach

In order to achieve the goals associated with the distinctive mission and character of technological universities, DIT believes that fundamental change is required to create the necessary capacity within the academic base of the partner institutions in order to deliver the required level of development across teaching & learning, research and engagement. The creation of this capacity will necessitate a new approach to programme delivery as well as fundamental reform of human resource policies and protocols that govern the recruitment of academic staff, the management of academic workload and the structures available to support academic career development.

In 2015, DIT initiated a consultation with all staff on the enablers and barriers towards development of a balanced workload model for teaching, research and service appropriate to the future Technological University with a view to bringing forward proposals to update the existing timetabling guidelines.

The reform of academic workload is informed by the need to:

- 1. Modernise the approach to teaching, learning and assessment undertaken by programme teams and align programme provision models with best practice internationally.
- Enable schools to flexibly engage with the breadth of the academic mission, including teaching, research and engagement according to the resources available to them, including resources generated through their own activity.
- 3. Afford appropriate recognition to staff involved in all activity which contributes to the academic mission of the Institute, including staff involvement in teaching, research and engagement; and consequently incentivise staff involvement in such activities.
- 4. Provide recognition for the complexity and diversity of activity undertaken in a large scale, highly ranked, internationally engaged third level institution by removing the constraints imposed by excessive teaching loads.

As part of the Technological University for Dublin (TU4D) Implementation Plan, a working group has been set up to draft proposals for 'Work practices to enable TU4Dublin achieve its transformation agenda'. This work was integrated into a process of dialogue with social partners, negotiated with the assistance of the Labour Relations Commission, to act as a so-called Safe Space Forum and to consider proposals for further development of the academic workload model.

Example of a global business competition in which DIT participated – from DIT website

DIT College of Business Team – International Strategy Competition Champions

Posted: 31 May, 2016

Four final year students on the B.Sc. Business and Management Programme (DT365) – Adrianna Mosakowska, Erica Hall, Mark McCarthy and Timi Ogunyemi were declared winners of the 14th Annual Royal Roads University International Undergraduate Case Competition in Victoria, Canada.



Pictured left to right: Mark McCarthy, Adrianna Mosakowska, Erica Hall, Timi Ogunyemi and Dr. Eoghan O Grady (Team Lead Coach).

This competition pits university teams from around the world against each other – each team looking to resolve key issues facing real companies. The DIT Team competed over four rounds of intense competition against 9 of the 20 participating teams on their way to qualifying for the Grand Final in which they defeated the University of Saskatchewan, Northern Alberta Institute of Technology and the University of Alberta. This is the third consecutive year in which the DIT Team has reached the Grand Final and the second time DIT have won this prestigious competition ... having won also in 2014.